

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

National Resource Centers and Foreign Language and Area Studies Fellowships

CFDA # 84.015A

PR/Award # P015A180097

Grants.gov Tracking#: GRANT12659735

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180097

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☐ Application
☒ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/25/2018

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

GRANT12659170

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Trustees of Indiana University

* b. Employer/Taxpayer Identification Number (EIN/TIN):

356001673

* c. Organizational DUNS:

0060467000000

d. Address:

* Street1:

509 E. 3rd Street

Street2:

* City:

Bloomington

County/Parish:

Monroe

* State:

IN: Indiana

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

47401-3654

e. Organizational Unit:

Department Name:

IAAU

Division Name:

SGIS

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Mr.

* First Name:

Steven

Middle Name:

Allen

* Last Name:

Martin

Suffix:

Title:

Associate VP for Research Administration

Organizational Affiliation:

Indiana University

* Telephone Number:

812-855-0516

Fax Number:

812-855-9943

* Email:

rugs@indiana.edu

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Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

* 12. Funding Opportunity Number:

ED-GRANTS-052518-001

* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Title VI: Indiana University Inner Asian and Uralic National Resource Center Program and Foreign Language and Area Studies Fellowship Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="628,134.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="16,000.00"/>
* g. TOTAL	<input type="text" value="644,134.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Trustees of Indiana University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	75,587.00	101,974.00	93,409.00	79,349.00		350,319.00
2. Fringe Benefits	18,230.00	25,150.00	25,252.00	17,958.00		86,590.00
3. Travel	16,100.00	19,730.00	12,020.00	19,890.00		67,740.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	34,715.00	12,080.00	22,050.00	21,980.00		90,825.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	76,696.00	71,676.00	74,704.00	70,886.00		293,962.00
9. Total Direct Costs (lines 1-8)	221,328.00	230,610.00	227,435.00	210,063.00		889,436.00
10. Indirect Costs*	15,306.00	17,649.00	16,595.00	15,205.00		64,755.00
11. Training Stipends	391,500.00	391,500.00	391,500.00	391,500.00		1,566,000.00
12. Total Costs (lines 9-11)	628,134.00	639,759.00	635,530.00	616,768.00		2,520,191.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2015 To: 06/30/2019 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): Department of Health and Human Services

The Indirect Cost Rate is 32.00 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

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Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
Trustees of Indiana University	

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00		0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00		0.00
3. Travel	0.00	0.00	0.00	0.00		0.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	0.00	0.00	0.00	0.00		0.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	0.00	0.00	0.00	0.00		0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00		0.00
10. Indirect Costs	0.00	0.00	0.00	0.00		0.00
11. Training Stipends	0.00	0.00	0.00	0.00		0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00		0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Kevin Newsom	Associate VP for Research Administration
APPLICANT ORGANIZATION	DATE SUBMITTED
Trustees of Indiana University	06/25/2018

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Trustees of Indiana University * Street 1: 509 E. 3rd St Street 2: * City: Bloomington State: IN: Indiana Zip: 47401 Congressional District, if known: IN-009		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr CFDA Number, if applicable: 84.015	
8. Federal Action Number, if known: 	9. Award Amount, if known: \$ 	
10. a. Name and Address of Lobbying Registrant: Prefix * First Name N/A Middle Name N/A * Last Name N/A Suffix * Street 1 N/A Street 2 * City N/A State Zip b. Individual Performing Services (including address if different from No. 10a) Prefix * First Name N/A Middle Name * Last Name N/A Suffix * Street 1 N/A Street 2 * City N/A State Zip		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Kevin Newsom * Name: Prefix * First Name Steven Middle Name Allen * Last Name Martin Suffix Title: Telephone No.: Date: 06/25/2018		
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NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1242-IAU_GEPA_final.pdf

Add Attachment

Delete Attachment

View Attachment

Plan for Ensuring Equity of Access and Participation in Grant Activities General Education Provisions Act (GEPA) Section 427

The fundamental principles of academic freedom, equality of opportunity, and human dignity are at the core of Indiana University's mission. These values are embodied in the university's firm commitment to provide a learning and working environment that is free from invidious discrimination in all its forms. These principles extend across all the University's practices and programs and to its engagement with the American society as a whole.

Indiana University Bloomington is a culturally rich and ethnically diverse campus, which strives to be fully inclusive with all faculty, staff, students, and visitors. Furthermore, IU Bloomington not only received an award in 2017 for excellence in diversity from the National Association of Diversity Officers in Higher Education, but also was honored for the third year in a row with the Higher Education Excellence in Diversity Award.

Support for a diverse faculty and student climate is diligently advocated through the numerous program offerings, offices and services available to the University community. The Office of Diversity, Equity, and Multicultural Affairs oversees a vast range of university-wide programs, services, and activities for underrepresented students, faculty, and staff. These programs include the Hudson & Holland Scholars Program, which recruits and supports high-achieving students from underrepresented populations, and the Groups Scholars Program, which supports, retains, and increases the graduation rates of first-generation, low-income, and disabled students. The Faculty and Staff for Student Excellence Mentoring Program provides faculty, staff, and peer mentors for students from underrepresented minorities. The Office of Mentoring Services and Leadership Development supports the personal, academic, social, cultural, leadership, and professional development of students, with special emphasis in working on behalf of underrepresented or minority populations. Disability Services for Students specializes in assisting students with physical, learning, and temporary disabilities, including resources for veterans with service-connected disabilities. ADA@IU ensures that all aspects of Indiana University provide equal access to students, faculty, and staff with or without disabilities in compliance with the Americans with Disabilities Act (ADA). In compliance with the ADA, all Indiana University programs and facilities are accessible to the disabled, and the university provides alternative accommodations for students and staff as needed. Gender-inclusive bathrooms are available in all Residence Halls, prayer rooms are available for Muslim students and staff, and lactation rooms are available for nursing mothers. IU offers training workshops on Diversity in the Workplace, which is required for all administrators and supervisors, Americans with Disabilities (ADA) Compliance Issues, Equal Opportunity Employment and Affirmative Action, and Preventing Sexual Harassment. The campus works diligently to live up to its mission by creating a fully accessible and non-discriminatory environment for learning and working.

The Inner Asian and Uralic Center (IAU) adheres to these principles and makes every effort to assure equal access to and participation in its programs by all persons regardless of arbitrary and discriminatory considerations of age, color, disability, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, or veteran status. The IAU is proud to be housed in the new Global and International Studies Building, which is fully handicapped accessible, and the Center's website is designed to be ADA compliant. Many of the outreach projects described in this application will serve traditionally underserved populations, and FLAS award selection is free from discriminatory bias. Programmatic and employment advertising and marketing includes information to assure accessibility for, and the diversity of, participants and applicants.

We proactively strive to maximize inclusivity by complying with the following practices:

1. All individuals who would like to participate in the IAU events will not be turned away from attendance for any economic reason, nor for any other reason that would relate to the six types of barriers that could obstruct access to our programming.
2. All programming will be respectful of issues of gender, race, national origins, color, disability, or age in order to meet the needs of all audience members.
3. Specific needs of attendees at events will be accommodated through visual, auditory, and physical needs.
4. Timely notification of events will be updated and available to all various interested community to enable participation in our endeavors on a regular basis.
5. The IAU will also host events outside of campus to reach other communities in Indiana and with MSI partners out-of-state for a broader audience.

The IAU and Indiana University are committed to diversity in all aspects. As reaffirmed by the Bloomington Faculty Council's Statement on Diversity in 2017:

"Diversity is a central component of our academic mission at Indiana University Bloomington; our teaching, learning, scholarship, research, and creativity are immeasurably enriched by students, faculty, and staff with diverse experiences. We at Indiana University Bloomington understand diversity as the experiences, values, practices, and worldviews stemming from varied cultures and circumstances (including, but not limited to, those from historically underrepresented groups). Furthermore, in our educational mission to enrich understandings of community, citizenship, nationhood, and global relationships, we also believe it is important to recognize and remedy historic imbalances in allocation of resources to teaching, research, service, and campus culture. In doing so, we strive to teach our students to value the inclusion of people from groups that experience discrimination and underrepresentation and, ultimately, to respect, explore, and celebrate differences. This endeavor prepares our students to participate in national and global communities that require them to embrace and understand differences in order to foster fruitful relationships. Indiana University Bloomington's educational mission and its status as an international institution mandate the centrality of diversity to our campus."

IU has reinforced these values by implementing the following policies with procedures to ensure the protection of all members of the University community:

ACA-32, Academic Freedom: Academic freedom, accompanied by responsibility, attaches to all aspects of a teacher's and librarian's professional conduct. The teacher and librarian shall have full freedom of investigation, subject to adequate fulfillment of other academic duties. No limitation shall be placed upon the teacher's and librarian's freedom of exposition of the subject in the classroom, or library, or on the expression of it outside. The teacher or librarian should recognize that a professional position in the community involves the obligation to be accurate, to exercise appropriate restraint, and to show respect for the right of others to express their views.

ACA-59, Accommodation for Religious Observances: IU respects the right of all students to observe their religious holidays. Accordingly, course directors are to make reasonable accommodation, upon request, for such observances. It is the responsibility of the students involved to notify their course directors in a timely manner concerning their need for such accommodation.

UA-02, Americans with Disabilities Act (ADA) Policy: The Americans with Disabilities Act (ADA), the Indiana Civil Rights Act, and Indiana University policy prohibit discrimination in employment and educational programs against qualified individuals with disabilities. University websites must be accessible so that students, prospective students, employees, guests and visitors with disabilities have equivalent access to the information and functionality provided to individuals without disabilities. It is the policy of Indiana University to provide reasonable accommodations or academic adjustments when

necessary. These accommodations and adjustments must be made in a timely manner and on an individualized and flexible basis.

UA-07, Anti-Trafficking Policy: Indiana University has a zero tolerance policy on trafficking in persons. Forms of trafficking includes the recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through the use of force, fraud, or coercion, for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery. It also includes sex trafficking in which a commercial sex act is induced by force, fraud, or coercion, or in which the person induced to perform such act has not attained 18 years of age.

ACA-33, Code of Academic Ethics: The central functions of an academic community are learning, teaching, and scholarship. They must be characterized by reasoned discourse, intellectual honesty, mutual respect, and openness to constructive change. By accepting membership in this community, an individual neither surrenders rights nor escapes fundamental responsibilities as a citizen, but acquires additional rights as well as responsibilities to the entire University community. They do not require the individual to be passive and silent. They do require recognition of how easily an academic community can be violated.

HR-08-10, Compliance Training (Joint procedure effort among the offices of Affirmative Action, University Human Resources, Office of Insurance, Loss Control & Claims, and Environmental Health and Safety): The goal of compliance training is to ensure that all Indiana University employees are afforded the protection of employment laws, regulations, and policies, and in so doing, ensure fairness and equality in the workplace.

UA-01, Non-Discrimination/Equal Opportunity/Affirmative Action: Indiana University pledges itself to continue its commitment (policy first established in 1969) to the achievement of equal opportunity within the University and throughout American society as a whole. In this regard, Indiana University will recruit, hire, promote, educate, and provide services to persons based upon their individual qualifications. Indiana University prohibits discrimination based on arbitrary considerations of such characteristics as age, color, disability, ethnicity, sex, gender identity, marital status, national origin, race, religion, sexual orientation, or veteran status.

HR-11-50, Provisions for Lactating Mothers: The policy provisions are to support mothers who want to express breast milk at work. This policy is also intended to comply with a related Indiana Code. Departments are to provide a location, to the extent reasonably possible, where an employee can express breast milk in private. Departments are to ensure, to the extent reasonably possible, the availability of cold storage space.

UA-03, Sex Misconduct: Indiana University prohibits discrimination on the basis of sex or gender in its educational programs and activities. Discrimination on the basis of sex or gender is also prohibited by federal laws, including Title VII and Title IX. This policy governs the University's response to discrimination based on sex or gender, and all forms of sexual misconduct (which includes sexual harassment, sexual assault, other forms of sexual violence, dating violence, domestic violence, sexual exploitation and stalking. Such behaviors are against the law and are unacceptable behaviors under Indiana University policy.

HR-02-130, Statement on Fair Treatment in the Workplace (CWA, Local 7430): The Indiana University administration, all employees, and the CWA pledge to promote a work environment based on mutual trust and respect for the dignity of every member of the university community. As a community, we are committed to opposing and constraining behavior that detracts from the ability of each employee to perform at his/her highest level and to fulfill the educational mission of the university.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Trustees of Indiana University

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. * First Name: Steven Middle Name: Allen
* Last Name: Martin Suffix:
* Title: Associate VP for Research Administration

* SIGNATURE: Kevin Newsom

* DATE: 06/25/2018

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr .	Edward		Lazzerini	

Address:

Street1:	355 N. Jordan Avenue
Street2:	
City:	Bloomington
County:	Monroe
State:	IN: Indiana
Zip Code:	47405-1105
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
812-856-0671	812-855-7500

Email Address:

elazzeri@indiana.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

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c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

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The Inner Asian and Uralic National Resource Center at Indiana University

The mission of Indiana University's (IU) Inner Asian and Uralic National Resource Center (IAUNRC) is to train future generations of scholars and professionals in Inner Asian and Uralic Studies (IAUS) with advanced competency in Less Commonly Taught Languages (LCTLs); support activities of IU faculty and students studying the region; disseminate IAUS expertise to historically underserved populations; and deliver outreach programs for K-12 teachers and students, postsecondary faculty and students, government, media, business, and the public.

Since 1956, IU has been a pioneer in the field of Inner Asian and Uralic Studies and with Title VI (T6) support has become the preeminent academic community for study of the languages, histories, and cultures of this region. Today, IU possesses a focused cluster of 7 collaborating units that cements its leading position in IAUS: Inner Asian and Uralic National Resource Center (IAUNRC), Department of Central Eurasian Studies (CEUS), Turkish Language Flagship Center (TLFC), Sinor Research Institute for Inner Asian Studies (SRIFIAS), Center for the Languages of the Central Asian Region (CeLCAR), IU Summer Language Workshop (SLW, formerly SWSEEL), and Center for Turkic & Iranian Lexicography and Dialectology (CTILD). Such initiative has not been replicated at any other institution and remains a priority as most of these units now reside within the new School of Global and International Studies (SGIS) and the College of Arts and Sciences (COAS). Along with concentrations on Inner and Central Asia as well as the Uralic communities along the northern tier of Central Eurasia, IU has incrementally strengthened its program on Afghanistan, Azerbaijan, the Middle Volga, Turkey, and Xinjiang in western China.

Unique among T6 centers for its regional focus, the Center requests U.S. Department of Education funding to continue serving as a comprehensive National Resource Center and awarding Foreign Language and Area Studies (FLAS) fellowships. To meet the national need for skilled users of critical foreign languages, IAUNRC awards fellowships to undergraduate and graduate students for the study of LCTLs from the Inner Asian and Uralic (IAU) region, including the following priority languages: Azerbaijani, Dari, Kazakh, Kyrgyz, Mongolian, Pashto, Persian, Tajik, Tatar, Tibetan, Turkish, Turkmen, Uyghur, and Uzbek. Close collaboration among IAUNRC, CEUS, professional schools, and other units at IU affords individuals pursuing language study an unrivaled opportunity to understand the region in which these languages are used through specialized area studies coursework. Extensive course offerings allow students to pursue BA, MA, and PhD degrees with specializations in IAUS or integrate IAUS into degree programs in professional schools. Supported by an extensive and experienced faculty as well as substantial specialized library and museum collections, IAUNRC serves as a hub for efforts to cultivate and disseminate IAUS expertise within IU and throughout the United States.

All IAUNRC's activities are meant to be sustainable and have meaningful outcomes that include meeting the ongoing national need for individuals with expertise and competence in IAUS, advancing national security by developing a pipeline of highly proficient linguists and IAUS experts, contributing to developing a globally competent workforce able to engage with a multilingual and multicultural clientele at home and in the IAU region, and expanding access to international and foreign language learning related to IAUS, especially for traditionally underserved students. The Center will work with an independent evaluator to collect a full range of data indicators that will allow quantifiable and specific performance-based measurement of the Center's program implementation and impact throughout the grant cycle.

IAUNRC's initiatives deepen and expand upon its current successful activities with proven impact, pursue new directions to further serve local, regional, and national constituencies, and address all absolute and competitive priorities for both the NRC and FLAS programs. In so doing, the IAUNRC tailors its programs to meet the needs of stakeholders with diverse interests. Most critically, the Center will continue its partnerships with teaching training programs and Minority Serving Institutions and Community Colleges (MSI/CCs) to deliver high quality programs to critical communities. **The intended outcomes of the Center's activities are aligned with all program priorities and are reflected in three project goals:**

Goal #1: Enhance and increase the use of Inner Asian and Uralic Content in K-18 Curricula [NRC Absolute Priorities (AP) 1 & 2, NRC Competitive Preference Priorities (CPP) 1 & 2].

Activities include: 1. Arranging a multi-year IAUNRC Symposium series to encourage rigorous debate about contemporary affairs; 2. Launching the Area Studies Advancement Project to improve IAU area studies teaching and learning; 3. Collaborating with the IU School of Education and Eastern Kentucky University's College of Education to provide workshops that will train pre- and in-service K-12 teachers in IAU content; 4. Sponsoring a regional collaboration with Indiana State University and Rose-Hulman Institute of Technology to support an "Education through IAU Arts" program in Terre Haute, IN; 5. Conducting in-person and online classroom presentations on IAU content to K-12 teachers and students; 6. Developing and disseminating teaching materials for K-12 teachers; 7. Introducing IAU content into summer programs at IU with a nationwide audience of K-12 students and teachers; 8. Encouraging internationalization and awareness of the IAU region at the IU School of Education.; 9. Expanding the successful IAUS Careers and Professionalization workshop series.

Goal #2: Expand knowledge of the Inner Asian and Uralic region and its languages at MSI/CCs [NRC AP 1 & 2, NRC CPP 1].

Activities include: 1. Infusing MSI courses with IAU content by co-coordinating a national curriculum development stipend competition; 2. Hosting a repository of curricular materials for MSI/CCs in partnership with U of Arizona; 3. Providing MSI/CC faculty with training in IAU content; 4. Encouraging professional development and research activity of MSI/CC faculty engaged in IAUS; 5. Supporting the delivery of IAU language instruction to heritage learners at MSI/CCs; 6. Collaborating with Ivy Tech Community College to develop a Global Workforce Skills Certificate.

Goal #3: Strengthen the teaching and learning of IAUNRC priority LCTLs [NRC AP 1 & 2, NRC CPP 2, FLAS CPP 1 & 2].

Activities include: 1. Partnering with SLW to offer new intensive summer language instruction opportunities in the IAU region; 2. Promoting post-advanced language study in IAU priority language during the academic year; 3. Developing new language materials in partnership with IU's CeLCAR and Center for International Business Education and Research (CIBER); 4. Providing professional development opportunities for IAU LCTL instructors; 5. Delivering lessons on Inner Asian language and culture to students and teachers in a K-12 Chinese language immersion program; 6. Creating standalone language modules based upon the Language for Specific Purposes framework; 7. Supporting the Conference on Central Asian Languages (ConCALL) and a pre-ConCALL training workshop for instructors of Central Asian LCTLs; 8. Offering FLAS fellowships to graduate and undergraduate students in priority IAU LCTLs and considering the financial need of students in the selection process.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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Indiana University Inner Asian and Uralic National Resource Center

**Comprehensive National Resource Center and
Foreign Language and Area Studies Fellowships**

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ACRONYMS AND ABBREVIATIONS USED IN THIS PROPOSAL

AD	Assistant Director
AI	Associate Instructor
AP1-2	Absolute Priority
AY	Academic Year
BALSSI	Baltic Studies Summer Institute
CeLCAR	Center for the Languages of the Central Asian Region
CeLT	Center for Language Technology
CEUS	Central Eurasian Studies
CIBER	Center for International Business Education and Research
CC	Community College
CLS	Critical Language Scholarship
COAS	College of Arts and Sciences
ConCALL	Conference on Central Asian Languages and Linguistics
CPP1-2	Competitive Preference Priority
DL	Distance Learning
FLAS	Foreign Language and Area Studies
FTE	Full Time Employment
GA	Graduate Assistant
HBCU	Historically Black Colleges and Universities
IAUNRC	Inner Asian and Uralic National Resource Center
IAU	Inner Asian and Uralic
IAUS	Inner Asian and Uralic Studies
IU	Indiana University
LC	Language Coordinator
LCTL	Less Commonly Taught Language
MSI	Minority Serving Institution
NRC	National Resource Center
OVPIA	Office of the Vice President for International Affairs
SGIS	School of Global and International Studies
SoE	School of Education
SPEA	School of Political and Environmental Affairs
SRIFIAS	Sinor Research Institute for Inner Asian Studies
SLW	Summer Language Workshop
T6	Title VI
TLF	Turkish Language Flagship
Y1-4	Year of Title VI Grant Cycle

A. Program Planning and Budget

A.1: Quality, Relevance, and Timeline of Activities in the New Title VI (T6) Cycle.

Inner Asian and Uralic National Resource Center (IAUNRC) engages in a broad range of activities that promote understanding of the languages and societies of the Inner Asian and Uralic (IAU) region. Over the next 4 years the Center plans to engage in activities aligned with three primary goals that comprehensively fulfill the core mission and all associated priorities of the National Resource Center (NRC) program. Goal 1, responding to NRC absolute priorities (AP) 1 and 2, as well as NRC competitive preference priority (CPP) 2, is to enhance and increase the use of Inner Asian and Uralic (IAU) content in K-18 curricula at Indiana University (IU) and beyond. This goal unites teacher training, public outreach, scholarly activity, and creation of resources that strengthen the national capacity to understand the IAU region and train experts in these regions. Goal 2, substantively responding to NRC AP1 and CPP1, is to expand knowledge of the IAU region and its languages at Minority Serving Institutions and Community Colleges (MSI/CCs). Goal 3, responding to AP1 and AP2, is to strengthen the teaching and learning of IAU priority Less Commonly Taught Languages (LCTL), ensuring the United States meets its need for skilled instructors of IAU languages, language teaching resources, and expert users of IAU languages. Table 1 lists proposed activities organized by goal and intended outcome, including relevant NRC program priorities, institutional partners, proposed timing, and a reference to the budget.

In addition to the activities in Table 1, the project plan also includes the use of an external evaluator to continually assess the implementation and impact of the Center's activities allowing for the continued diversification and improvement of IAUNRC programs. See Budget: 8.F.

Continuing programs and activities are described at greater length throughout the narrative.

Asterisks (*) denote new activities.

Table 1				
PROJECT GOAL 1: ENHANCE AND INCREASE THE USE OF INNER ASIAN AND URALIC CONTENT IN K-18 CURRICULA				
Planned Activities	Priority	Partners	Timeline	Budget
1.1 Improve Area Studies Teaching through the Area Studies Advancement Project (ASAP)				
*1.1.1 Biannual meeting for faculty working group on improving students' learning and engagement in area studies (ASAP)	AP2	IU School of Global and International Studies (SGIS) departments	Y1-4	1.B.3 8.E.6
*1.1.2 Biennial workshops on practical and epistemological challenges of teaching and learning in area studies courses (ASAP)	AP2	SGIS departments	Y1 & Y3	1.B.4 8.E.7
1.1.3 Revision of the Teaching Area Studies course based upon feedback on first iteration and input from workgroups and workshops (ASAP)	AP1 AP2	IU Department of Central Eurasian Studies (CEUS)	Y 1 & Y3	1.B.5
1.2 Promote Debate and Disseminate Research in Inner Asian & Uralic Studies				
*1.2.1 Sponsor IAU content in the Networks, Flows and Displacements Across Eurasia Symposium; Includes special efforts to recruit participants from MSI/CC partners	AP1	IU East Asian Studies Center (EASC) & Russian and East European Institute (REEI)	Y1-4	8.E.3
*1.2.2 Coordinate and sponsor the IAUNRC Symposium on following themes: People and Environments; Urban Space and Urbanization; Memory and Collective Identity; Commodities in International Markets	AP1	CEUS	Y1-4	1.B.2 1.D.1 8.E.1
1.2.3 Sponsor the annual Authority in Islam in Muslim Eurasia International Workshop at IU	AP1	IU Islamic Studies Program (ISP)	Y1-4	8.E.4
*1.2.4 Sponsor the annual Islam in Central Asia Conference	AP1	ISP	Y1-4	1.B.4 8.E.2
*1.2.5 Coordinate and sponsor the Teaching and Learning Area Studies Conference (ASAP)	AP1 AP2	SGIS departments, MSI/CC partners	Y4	1.D.1 8.E.8
*1.2.6 Support IU's efforts to host the Central Eurasian Studies Society (CESS) annual meeting	AP1	CESS	Y3	8.E.5
1.2.7 Sponsor the Association of Central Eurasian Students (ACES) annual conference at IU	AP1	ACES	Y1-4	8.E.9
1.2.8 Arrange and sponsor lectures and special events on IAU topics.	Core	SGIS and IU College of Arts and Sciences (COAS) units	Y1-4	1.D.1 8.E.12
1.2.9 Continue publishing summaries and producing podcasts of IAU content talks and events	Core		Y1-Y4	1.C.2 1.D.1/2
1.3 Use Inner Asian Arts as a Medium for International Education				
*1.3.1 Sponsor and coordinate Tibetan Buddhist Monk Visitation and Mandala Construction at Rose-Hulman Institute of Technology, and integration with Indiana State University (ISU) faculty activities and IU Tibetan Studies courses	CPP1	Rose-Hulman, ISU, and EASC	Y1	8.D.2
*1.3.2 Sponsor and coordinate Uyghur Folk Dance presentation at IU and Rose-Hulman, and encourage integration with ISU/IU courses	CPP1	Rose-Hulman, ISU, and EASC	Y4	8.D.2

1.4 Make Critical Contributions to Inner Asian and Uralic Studies at IU				
1.4.1 Arrange and support the IAUS Careers and Professionalization workshop series for students, including one on applying for federal jobs and panels with successful IAUS alumni	AP1	CEUS	Y1-4	8.D.5
1.4.2 Fund IAU collections development	Core	IU Libraries	Y1-4	5.A
*1.4.3 Support buying trips for IU IAUS subject librarian to Central Asia	Core	IU Libraries	Y2 & Y4	3.A.2
*1.4.4 Partially fund a 2-year Mongolian Studies postdoc position at IU to enrich course offerings in a high demand field prior to SGIS/CEUS making a tenure-track hire planned for Y3	Core	SGIS, CEUS	Y1 & Y2	1.B.1
1.4.5 Provide support for IAUS area studies faculty to attend conferences and do research	Core	SGIS	Y1-4	3.A.1 3.B.1
1.5 Train Pre/In-service K-12 Teachers and Staff in Using Inner Asian & Uralic Content				
1.5.1 Include IAU topics in IU School of Education (SoE)-organized History and Geography of the World workshops for in-service grade 6-12 teachers (4 per year)	AP2 CPP2	SoE & 3 IU NRCs	Y1-4	1.C.1 8.A.1
1.5.2 Support Kodály Summer Institute on the Kodály method of musical education and Hungarian music and culture for K-12 music teachers from around the U.S.	AP2	IU Jacobs School of Music	Y1-4	8.A.2
*1.5.3 Conduct workshops on Tibetan and Uyghur art for Terre Haute-area art teachers	AP2 CPP1	Terre Haute Schools Corporation, ISU	Y1 & Y4	8.A.3
1.5.4 Hold workshops for Kentucky middle and high school teachers on effects of Russian Revolution 1917 on Central Asia, Finland, and Estonia	AP2 CPP1 CPP2	Eastern Kentucky University (EKU) College of Education	Y1	8.A.4
1.5.5 Expand workshops on curriculum internationalization for school principals to rural school districts (Principals Academy)	AP2 CPP2	SoE, IU Center for Rural Engagement, Longview Foundation	Y1-3	1.C.1
1.5.6 Continue developing online training materials for teachers on integrating IAU content in K-12 instruction	AP2		Y1-4	8.A.6
*1.5.7 Include IAU content in Global Employability curricular resources for educators in Indiana Career and Technical Education (CTE) programs, information resources for guidance counselors, and resources at CTE career fairs (Global Employability Initiative)	AP1 AP2 CPP2	IU NRCs, CIBER, SoE	Y1-4	8.A.7
1.5.8 Support expansion of SoE Global Educator Badge program for SoE students and in-service teachers through use of IAUS courses and events	AP1 AP2 CPP2	SoE	Y1-4	1.C.1
1.5.9 Promote experiences abroad for SoE students to IAU region (Turkey)	AP1 AP2 CPP2	SoE	Y1-4	1.C.1
1.6 Create Inner Asian & Uralic-infused Curriculum Materials for In-Service Teachers				
1.6.1 Conduct workshops for K-6 teachers on creating lesson plans with IAU content using children's books and share lessons plans and other materials (K-6 Global Literacy Project)	AP2 CPP2	SoE	Y1-4	1.C.1 3.B.5 8.A.5
1.6.2 Purchase children's books from IAU area for instruction (K-6 Global Literacy Project)	AP2 CPP2	SoE	Y1-4	5.B 8.A.5

1.6.3 Finalize the <i>Internationalizing the Academic Standards</i> Project that publishes booklets with suggestions for teachers on how to integrate IAU content when teaching required content from Indiana K-12 standards	AP2	Indiana Department of Education, Longview Foundation, and IU NRCs	Y1	N/A - Funded
*1.6.4 Archive and post K-12 video conference presentations with associated teaching materials from IAUNRC in a web portal for K-12 teachers	Core		Y1-4	1.C.2
*1.6.5 Collaborate with Montana State University's Department of Education faculty to develop pre-service teacher training materials on environmental issues in the Altai region	AP2 CPP2	REEI & Montana State University's Department of Education	Y1-4	8.C.6
1.7 Infuse Inner Asian & Uralic Content into Summer Programs for High School Students				
1.7.1 Infuse IAU content into IU Balfour Summer Program for high school seniors from low-income families across U.S. that introduces students to issues of global concern	AP1 CPP2	SoE	Y1-Y4	8.D.4
1.7.2. Include Turkish and Hungarian language and culture instruction in Business is Global (BIG), which introduces high school students from across the country to 3 LCTLs each summer as part of a globally-oriented business, language, and culture curriculum	AP1	IU Center for International Business Education and Research (CIBER) and IU Turkish Flagship Center	Y2	8.B.8
1.8 Conduct Live and Virtual Visits to K-12 Classrooms to Disseminate IAU Content				
1.8.1 Deliver in-person presentations at underserved rural schools in south-central Indiana: storytelling, topics from the Silk Road and other cultural activities	Core	IU Center for Rural Engagement	Y1-Y4	1.C.2 1.D.2 3.B.6 5.B
1.8.2 Offer customized video conference presentations on IAU topics to K-12 classrooms nationwide	Core		Y1-Y4	1.C.2 1.D.2
1.9 Participate in Internationalization Collaborative Across Bloomington				
1.9.1 Deliver presentations to retirement communities and provide speakers for the Great Decisions Series with Meadowood Retirement Community on IAU content	Core	Meadowood Retirement Community	Y1-Y4	8.D.1
1.9.2 Sponsor musical ensembles from IAU region for the Lotus World Music and Arts Festival	Core	Lotus Education and Arts Foundation	Y1-Y4	8.D.1
1.9.3 Sponsor workshops and provide IAU content for the Lotus Blossoms' World Bazaar for elementary school children	Core	Lotus Education and Arts Foundation	Y1-Y4	3.B.6 8.D.1
*1.9.4 Durdy Bayramov Photography Exhibition: Turkmen village life 1960-80s at IU Mathers Museum of World Cultures (1/8/2019-7/26/2019)	Core	Mathers Museum of World Cultures	Y1	8.D.1
1.9.5 Introduce the IAU region during the Project School's International Evening program	Core	IU NRCs and community partners	Y1-Y4	1.C.2
PROJECT GOAL 2: EXPAND KNOWLEDGE OF THE INNER ASIAN AND URALIC REGION AND ITS LANGUAGES AT MSIs AND CCs				
Planned activities	Priority	Partners	Timeline	Budget
2.1 Integrate Inner Asian & Uralic Content into MSI/CC Curricula				
2.1.1 Support the National Curriculum Development Stipend Competition to increase	CPP1	REEI & 4 Russian and East European NRCs	Y1-4	8.C.1

Eurasian course content at MSIs; IAUNRC & REEI will serve as program co-coordinators; IAUNRC will fund proposed courses with 25+% IAU content and advertise at partner MSIs				
2.1.2 Host a repository of curricular materials for MSI/ CCs (Curriculum Internationalization Resources for Community College Educators)	CPP1	Middle Eastern Studies Center at U of Arizona	Y1-4	8.C.2
*2.1.3 Contribute to the development of a Global Workforce Skills Certificate for the Indiana Ivy Tech CC system through introduction of IAU content into required courses (Global Employability Initiative)	AP1 CPP1	IU NRCs and Ivy Tech CC system	Y1-Y4	1.C.3 8.C.7
*2.1.4 Coordinate and sponsor IAU courses through Osher Lifelong Learning Institute at ISU	CPP1	ISU	Y1 & Y3	8.D.3
*2.1.5 Co-lead the Bluegrass-Indiana Cybersecurity Collaboration (BLINCC) to organize an annual workshop and guest lectures on cyber warfare and security issues for Kentucky MSIs, and in Y2 & Y4 provide support for summer course development and orientation (Estonia: Country, Culture and Language) for a 2-week study tour in Estonia	AP1 CPP1	EKU, Kentucky State University, Morehead State University, REEI, and IU Program for Cyber Security at the Kelly School of Business	Y1-4	3.A.3 8.C.6
2.2 Disseminate Inner Asian & Uralic Content at Faculty Development Workshops				
2.2.1 Arrange IAU-relevant thematic faculty workshops at partner institutions conducted by IU faculty members	CPP1	MSI/CC partner institutions	Y1-4	8.C.3
*2.2.2 Arrange IAU content panels at City Colleges of Chicago (CCC) for annual district-wide (Faculty Development Week) and periodic faculty development events (Saturday Academy)	CPP1	CCC	Y2-4	8.C.4
2.2.3 Support the programming for the IU Institute for Curriculum and Campus Internationalization (ICCI)	AP2 CPP1	SGIS & IU NRCs	Y1-4	8.C.5
2.3 Support Faculty Participation in Professional Meetings, Conferences, and Workshops				
*2.3.1 Provide travel awards for MSI/CC partner faculty to attend CESS conference at IU	CPP1	MSI/CC partner institutions	Y3	8.E.5
*2.3.2 Offer travel awards for MSI faculty who present at annual CESS conference	AP1 CPP1	MSI/CC partner institutions,	Y2-4	8.E.5
*2.3.3 Give travel support for travel to meetings of Area Studies Advancement Project (ASAP)	CPP1	MSI/CC partner institutions	Y1-4	8.E.6
*2.3.4 Provide travel awards to support faculty from MSI/CC partners to attend IAUS symposia and conferences at IU	CPP1	MSI/CC partner institutions	Y1-4	8.E.1-4
2.3.5 Give travel awards for MSI/CC faculty to attend ICCI	AP2 CPP1	IU, SGIS, REEI, and MSI/CC partner institutions	Y1-4	8.C.5
2.4 Teach and Publicize Inner Asian & Uralic LCTLs				
2.4.1 Support summer instruction of Dari for heritage learner students at Northern Virginia Community College (NOVA)	AP1 CPP1	NOVA, Center for Languages of the Central Asian Region (CeLCAR)	Y1-4	8.B.4
*2.4.2 Support instruction of Pashto for heritage learner students at Harold Washington College	AP1 CPP1	Harold Washington College-CCC, CeLCAR	Y3-4	8.B.5
2.4.3 Publicize IAU language programs and job opportunities to MSI/CC partners	AP1 CPP1		Y1-4	5.C

PROJECT GOAL 3: STRENGTHEN THE TEACHING AND LEARNING OF IAUNRC PRIORITY LESS COMMONLY TAUGHT LANGUAGES (LCTLs)				
Planned Activities	Priority	Partners	Timeline	Budget
3.1 Promote High Level Achievement in Inner Asian & Uralic LCTLs				
*3.1.1 Support creation of advanced summer language programs as part of IU Summer Language Workshop (SLW): Azerbaijani and Turkish in Baku and Kyrgyz in Bishkek	AP1	SLW and Central Asian Language Consortium (CALC)	Y1-4	1.A.1
3.1.2 Fund Post-Advanced Language Study (PALS) instruction when AY post-advanced levels are unavailable at IU through CEUS	AP1	CEUS	Y1-4	1.A.2
*3.1.3 Support advanced and post-advanced levels of Central Asian language courses in SLW	AP1	SLW & CALC	Y1-4	1.A.1
*3.1.4 Offer SLW refresher courses for experienced users of Central Asian languages	AP1	SLW & CALC	Y4	1.A.1
3.1.5 Support the Baltic Studies Summer Institute (BALSSI) for Estonian instruction	Core	Multiple NRCs	Y1-4	8.B.1
3.1.6 Support Indiana Department of Education Certificate of Multilingual Proficiency through publicity, funding of student testing, and locating or creating assessments for IAU languages	AP1	Indiana Department of Education	Y1-4	1.C.4
3.2 Enable LCTL Learning through Exploratory Language Courses				
3.2.1 Support Bridges: Children, Languages, the World program, which teaches languages to children in after school programs, including IAU languages such as Turkish, Uzbek, and Farsi	Core	SoE	Y1-4	1.C.4
*3.2.2 Arrange program on Inner Mongolian, Tibetan, and Uyghur languages and cultures for the first cohort of 5th graders in the Indiana pilot Chinese Immersion Program and their teachers	AP2	Batesville Community School Corporation, IN	Y3-4	8.B.6
3.3 Create Course Materials for Instruction in Inner Asian & Uralic LCTLs				
3.3.1 Develop textbooks for Kurmanji Kurdish, Balochi and Kyrgyz and beta test them in SLW	AP1	CeLCAR	Y1-4	1.A.4 1.A.5
3.3.2 Create an online version of materials for the Körpü-Köprü bridge course for learners of Turkish to learn and use Azerbaijani	AP1	CeLCAR	Y1	1.A.6
*3.3.3 Develop textbooks for introductory and intermediate Kazakh	AP1	CeLCAR & CREECA (U of Wisconsin)	Y1-4	8.B.3
*3.3.4 Develop Language for Specific Purposes Modules on topics including Business Language, Legal Language, Health Care Language	AP1	IU CIBER (Business Language)	Y2 & Y3	8.B.7
3.3.5 Create online IAU Language and Culture Modules for business education and the public	AP1	IU CIBER, IU Center for Language Technology	Y1 & Y3	8.B.6
3.4 Train and Promote Excellence among Instructors of Inner Asian & Uralic LCTLs				
3.4.1 Sponsor the Conference on Central Asian Languages and Linguistics (ConCALL)	AP2	CeLCAR	Y2 & Y4	8.E.10
3.4.2 Support workshops for language instructors by the IU Center for Language Excellence (CLE)	AP2	CLE	Y1-4	8.A.9
*3.4.3 Sponsor a Pre-ConCALL pedagogy workshop for Central Asian LCTL instructors	AP2	CeLCAR	Y2 & Y4	8.E.11
3.4.4 Support training of volunteers for the Bridges after school language program	AP2 CPP2	SoE	Y1-4	8.B.2

*3.4.5 Offer partial travel awards for instructors to attend language pedagogy workshops	AP2		Y1-4	3.B.1
*3.4.6 Provide travel awards for instructors developing Language for Specific Purposes (LSP) Modules to attend the LSP Conference	AP1 AP2		Y2 & Y4	3.B.4
*3.4.7 Offer travel support for language instructors to attend Business in Language: Learning Plan Workshops and Scenarios, 2-week summer workshops on the IU CIBER <i>World Language Curriculum Framework that Incorporates Business</i>	AP1 AP2	IU CIBER, NRCs, and LRCs	Y1-Y4	8.A.8

A.2: Effective Use of Resources and Personnel. The Center will leverage its abundant resources and personnel to obtain maximum value when designing and implementing activities. The Center will combine resources with other units at IU and beyond to pursue high impact projects; for example, IAUNRC financially supports SLW by administering contributions from the Central Asian Language Consortium (CALC), which includes about 15 Middle Eastern, East Asian, and Russian, and East European NRCs. IAUNRC regularly collaborates with other academic units on joint outreach programs and shares administrative costs. The Center draws on the expertise of IU faculty in supervising specialized activities like teacher training programs and language materials development. The timelines in Table 1 demonstrate commitments of resources and personnel.

A.3: Reasonable Costs. IAUNRC combines resources with other T6 centers at IU and elsewhere to ensure that ambitious objectives are met in the most cost-effective manner. IU provides IAUNRC with both direct and indirect support, through the Department of Central Eurasian Studies (CEUS), which is devoted almost entirely to IAU area studies and language instruction. IU's purchasing and financial oversight arrangements provide a structure for fiscal responsibility. The Center's numerous exchanges of personnel and materials with institutions abroad offer and obtain valuable resources at low or no cost. The Center's activities substantially benefit the study of Central Eurasia at IU. Use of online and video resources brings IAU content to larger and more

distant audiences without travel costs. Many center activities create products that will be accessible at minimal cost long after the projects end.

A.4: Long-Term Impact on Training Programs. Over the next 4 years, T6 support will enable IAUNRC programs to make several types of lasting impacts. Teacher training activities and curriculum internationalization at all levels of educational institutions, and especially at partner MSI/CCs, will ensure that students of disparate backgrounds will have access to high quality IAU content. Support for language and area studies instruction on undergraduate and graduate levels will expand the pool of highly skilled users of IAU languages with the knowledge and resources necessary to study IAU regions and to contribute expertise for government services. A Mongolian Studies postdoctoral hire will provide a means of furnishing Mongolian studies content while CEUS conducts a job search to fill a tenure track position. New library acquisitions and public outreach activities will continue to build awareness of the IAU region in Indiana and throughout the United States. All Center programs are designed to be sustainable, particularly those involving collaboration with other intuitions, and are thus able to continue as partners increasingly shoulder the responsibility for valued programs.

B. Quality of Staff Resources

B.1: Qualifications of Teaching Faculty and Professional Staff. This section provides a broad overview of the qualifications of Center staff and faculty; the attached bios offer detailed information. Edward Lazzerini (PhD in History, U of Washington), a specialist in Turkic history with many years of experience in developing and administering academic programs, currently serves as director. Toivo Raun (PhD in History, Princeton U), a specialist in Uralic history with substantial experience in administering academic units and area studies centers, will assume the role of director upon Lazzerini's expected retirement in July 2018. Kasia Rydel-Johnston (MAs in

German and Swedish), the Center's assistant director (AD) since 2001, administers all IAUNRC projects, serves as outreach coordinator, and oversees the foreign language and area studies (FLAS) selection process. She has extensive experience in writing and implementing multi-year grants and has traveled in the IAU region. Megan Immerzeel (AA in Liberal Arts), Program Specialist for IAUNRC, Russian and East European Institute (REEI) and the Institute for European Studies, has 5 years of experience in financial and program administration at IU, and oversees the FLAS application process for all NRCs in the School of Global and International Studies (SGIS). IAUNRC employs 2 graduate assistants (GAs) to support activities and an hourly assistant for special projects; they are typically pursuing advanced IAUS degrees and often hold IAUS MAs. Vesna Dimitrieska (PhD, IU SoE) serves as Director of Global Education Initiatives and facilitates collaboration between IU area studies centers and the School of Education (SoE).

With the inclusion of career public servants like former U.S. Senator Richard Lugar and Former U.S. Representative Lee Hamilton among the SGIS faculty, IU is home to a lively academic environment, animated by the exchange of diverse views. IAUS faculty are prominent specialists in their respective fields as well as experienced teachers who are involved in a full range of instructional, research, and outreach activities. All regular non-language faculty and most language instructors have doctorates. They have published numerous scholarly works and received awards from such organizations as the National Endowment for the Humanities; the MacArthur, Guggenheim, and National Research Foundations; IREX; the National Council for Soviet and East European Research; NEH; the American Council of Learned Societies; Fulbright-Hays; the Social Sciences Research Council; the Kennan Institute; the Woodrow Wilson Center; and the National Humanities Center. IAUNRC faculty also have much practical experience as consultants for

government, non-government, and private organizations. Regular faculty are complemented by highly-qualified visiting professors and associate instructors (AIs).

Professional Development Opportunities. IU faculty enjoy many opportunities for professional development. Tenured faculty are entitled to a paid semester for research every seventh year; untenured faculty in tenure-track positions receive similar leave prior to tenure review. SGIS, the College of Arts and Sciences (COAS), and the professional schools offer faculty support for a professional development trip every year and the Office of the Vice President of International Affairs (OVPIA) grants facilitate attendance at conferences abroad. Faculty may also participate in exchange programs organized through OVPIA. IAUNRC travel awards complement these programs. These and other sources of funding permit our faculty to travel regularly to their regions of expertise (often for prolonged stays) and to conduct ongoing research and present work in their regions of specialization. In academic years (AY) 2014-17, internal research and professional development support for IAUS faculty totaled more than \$415,000, which includes annual faculty allotments for professional development travel. The comprehensive services of the Center for Innovative Teaching and Learning (CITL) support teaching and learning for all IU faculty.

Commitment to Students. Most faculty spend one half to two-thirds of their time teaching and advising students. In addition to typical loads of 2 (non-language) or 3 (language) courses each semester, faculty meet with students in weekly office hours. Many non-language faculty conduct directed readings with individual students pursuing research interests. Language faculty organize conversation hours and other extracurricular opportunities for students to apply their language learning. Faculty serve as mentors and members of advisory and research committees supervising the progress of individual graduate students. See H.2. The CEUS Director of Graduate Studies provides guidance to IAUS graduate students. The CEUS Director of Undergraduate Studies and

the CEUS Undergraduate Advisor provide guidance and academic support for undergraduate students. The included CVs provide details about IAUS faculty responsibilities for teaching, supervising, and advising students.

B.2: Adequacy of Staff Resources. In addition to the Director and AD, IAUNRC staff includes 1 full-time program specialist shared by 3 centers, 2 GAs, and one hourly assistant for special projects. The GAs assist with outreach activities, website maintenance, social media presence, the biannual newsletter, podcasts, and administrative tasks such as database management. SGIS fully funds one GA (tuition, health insurance, and stipend) and provides a tuition remission for a second. In the coming cycle the third will be an hourly employee. In the summer semesters the Center employs an hourly summer GA. Many GAs serve in the position for two years on a staggered basis, allowing for continuity. IAUNRC staff is represented by the IU Bloomington Professional Council, which provides resources for professional development. The Director of Global Education Initiatives—funded jointly by IAUNRC, SGIS, SoE, and other IU NRCs—coordinates teacher training activities related to curriculum internationalization and global competency. The new position of International Education Outreach Coordinator will be fully funded by SGIS. The Coordinator will work on behalf of different SGIS and campus units, including IAUNRC, and organize a variety of joint outreach events and seek new outreach projects. FLAS awardees provide volunteer support to outreach activities as part of their award obligations.

Program Oversight. The Center operates under bylaws and policies as revised in May 2013. The Director manages the strategic direction of the Center's activities, represents the Center in administrative and academic contexts, supervises the AD, and reports on Center activities to the SGIS Dean. The AD is responsible for the Center's day-to-day activities, policy implementation, and all budgetary matters in addition to quarterly and annual reporting associated with T6 funding

and FLAS awards. The AD also supervises Center staff, oversees outreach and other programming, and works with the external evaluator to assess Center activities and plan ongoing improvement. IAUNRC staff meets weekly to discuss Center activities. IU HR oversees performance review of the AD. On the School level the finances of all SGIS units are overseen by an SGIS fiscal officer.

An Advisory Board provides support to the Director and AD, input in setting priorities for the Center, and advice on potential projects, partnerships, and grant opportunities. The Board includes 7 members with diverse experience drawn from academic units, professional schools, the library system, and at least one IU branch campus. Members serve for two-year terms, on a staggered basis. The Board convenes biannually to advise on matters of policy and to help guide and evaluate Center projects; ad hoc subcommittees meet as needed. The Board assists in reading and ranking AY FLAS applications, and advises the SGIS Dean on the selection of a new Director.

IAUNRC liaises with other units at IU to ensure delivery of high quality IAUS programs and resources, including consulting with SGIS to oversee IAUS course offerings and collaborating with the IU Libraries to oversee access, acquisition, and policies that guide IAUS subject librarians.

B.3: Non-Discriminatory Employment. IAUNRC and CEUS work with IU's Office of Affirmative Action (OAA) to comply with all federal, state, and local regulations for hiring faculty and staff, to eliminate inequality and discrimination, to foster a climate of tolerance and inclusiveness, and to provide opportunities for full participation in university life. IU recruits, hires, and promotes all persons according to individual qualifications. Discrimination based on such categories as age, color, disability, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, or veteran status is prohibited. IAUNRC also adheres to the requirements of the Americans with Disabilities Act, making accommodations for students with disabilities. The Center's contributions to faculty hiring have promoted a more balanced gender ratio among IAUS

faculty hires at IU. Women hold most full-time staff positions within the Center. Over the past 10 years, IAUNRC has hired an equal number of men and women as GAs, including several individuals who identify as members of racial or ethnic minority groups.

C. Impact and Evaluation

C.1: Impact of Program as Shown by Objective Indices. Since its inception IAUNRC's impact on individuals and institutions locally and nationally has been significant. In AY 2016-17, 318 IAUS courses, the most ever offered in an AY, enrolled 13,268 undergraduate and 564 graduate students. See Course List. CEUS granted 22 MA, 10 PhD and the first cohort of 4 BA degrees in 2014-18. In addition, 94 students (21 MA, 73 BA) who graduated in 2017 enrolled in 12 or more hours of IAUS courses to support their non-IAUS degree. The impact of Center activities extends to other programs and departments, including Anthropology, History, International Studies, Near Eastern Languages and Cultures, Russian and East European Institute, and many more. See C.5 for job placement information, F.1 and F.2 for professional schools placement and G.1 and G.2 for program matriculation information.

IAUNRC outreach programs bring IAU content to thousands of participants annually. In AY 2014-17, IAUNRC sponsored 399 live events and synchronous video conference presentations with IAU content. Attendees at live events included 537 teachers, 6,551 students, and 5,692 members of the public; 148 teachers, 2,197 students, and 1,109 members of the public participated in video conferences. Annual outreach surveys confirm an average of 98% of the respondents would attend more of IAUNRC programming and 100% would recommend them to others. Survey data also indicate that attendees share knowledge from events with more than 22 other people on average. 3. Section I contains information about the scope and impact of outreach programs.

C.2: Responsiveness to National Needs and Dissemination of Information to the Public.

High quality IAUS training and a strong record of degree-relevant employment attest to IAUNRC's responsiveness to national needs. According to the FY 2017 DoE Consultation with Federal Agencies on Areas of National Need, 13 IAUNRC languages are designated as priority languages and most of IAUNRC's region is considered an Area of National Need. IAUNRC awards FLAS fellowships for the following priority languages: Azerbaijani, Dari, Kazakh, Kyrgyz, Mongolian, Pashto, Persian, Tajik, Tatar, Tibetan, Turkish, Turkmen, Uyghur, and Uzbek. IAU languages are also considered strategic or important by the U.S. Departments of State, Defense, Energy and Transportation, as well as the U.S. Agency for International Development and the Peace Corps. The IAU region includes, in whole or in part, several world regions (Central/Inner Asia, East Asia, Russia/East Europe, Middle East, South Asia) highlighted in the regional component of the DoE consultation. See C.5. Annual survey data indicate that almost all FLAS recipients made above average or significant improvement in all four language skills. More importantly, over two-thirds of annual survey respondents from the last four years who have full-time paid employment report holding jobs that are closely related to their IAUS training.

IAUNRC actively supports sharing information about the IAU region with non-specialists. 6,801 members of the general public participated in IAUNRC outreach events in 2014-17. Increasing influence in social media further attests to the Center's prominence. The IAUNRC's website provides a repository of resources, including podcasts, lesson plans, image galleries, event recordings, and other digital content immediately available for free download and fair use. The website, in conjunction with the Center's social media presence on Facebook and Twitter, has greatly enhanced our ability to reach the general public. During AY 2017-18, visitors and interactions with the Center's Twitter account increased substantially, and the IAUNRC's Facebook page has seen a 290% increase in page visits, regularly topping 600 visitors a day.

IAUNRC disseminates information which addresses national needs and language materials to government agencies and the public including self-study language materials and IAU cultural knowledge. For example, upon request from military personnel, the Center has supplied Pashto reading materials for individuals at the Guantanamo Bay detention facility. The Center produced the DVD series “Music and Culture of Central Asia” and CD-based language aid “Meeting Turkish Students,” both of which have enjoyed popularity for over a decade. “Meeting Turkish Students” had to be reprinted several times by the Center in order to fulfill demand. These products were developed with T6 funds, and are being distributed free of charge. See also I.1.c.

C.3: Equality of Access and Treatment. IAUNRC responds to guidance from relevant IU units and appropriately leverages campus resources to promote equity in access to IAUS programs on campus and across the country. The Center takes a proactive approach to developing and delivering programs responsive to the interests of historically underrepresented groups. During the last 4 years, the Center has partnered with several MSIs to share the Center’s resources. For example, in 2015, IAUNRC worked with Bennett College—a historically black women’s college in North Carolina—to introduce our region to students and faculty via photo exhibits, films, and presentations, and to promote area and language studies through classroom visits by an IAUS faculty member, the AD, and a graduate student. Center-affiliated faculty traveled to Claflin U, a historically black university (HBCU) in South Carolina, to lead faculty workshops and make presentations to students. IAUNRC also provided funding for a Claflin undergraduate to study Turkish at SLW and supplied ongoing advising and logistical support throughout the course of the program. New collaboration with MSI/CCs in the first three years of the grant led to 20 events that reached 506 faculty members and 1,756 students. These programs now serve as a template for planning future programming with postsecondary educational institutions.

Additionally, the Center maintains long-term relationships with institutions in its local community to bring IAUS programming to diverse audiences. These institutions include rural schools and elder care facilities in south-central Indiana as well as Stone Belt—a service provider for individuals with developmental disabilities of all ages. In the first three years of the current grant, 37 IAUNRC programs reached 1,118 individuals in these categories, including 449 students and 9 teachers in rural areas of Indiana and nationwide. The Bridges program often provides language instruction to children of racial and ethnic minority groups. IAUNRC has sponsored outreach events at IU regional campuses that maintain strong relationships with their communities, including events that bring specialists to public libraries and community events.

IAUNRC advertises employment, relevant courses, programs, and other opportunities through email lists, social media, university calendars, and its new website in order raise awareness among the largest possible audience. The Center's commitment to providing equal opportunity is apparent through its hiring practices. Over the last decade IAUNRC hired 16 male and 15 female graduate assistants. These trends also reflect the growing percentage of CEUS degrees granted to women. The ratio of women receiving master degrees in years 1997-2007 was 18/60 and in 2007-2017 30/80 which represents a 37% increase

The newly-launched version of the Center's website follows the IU Web Style Guide, which includes a set of best practices for accessibility; these principles guide ongoing revisions of the Center's digital materials. The Center maintains a multimedia lending library with text, images, video, and sound, in print and digital formats, which makes IAUS content available for diverse public users including audio and visually impaired users.

C.4: Evaluation Plan. Thomas P. Miller & Associates (TPMA), a nationally recognized independent external evaluator, will conduct IAUNRC's external evaluation. TPMA has recently

conducted more than 20 large-scale, multi-year, and/or multi-site evaluations throughout the country for grant programs funded by U.S. Department of Education (DoE) (Title III, Teacher Quality Partnership, and Hispanic Serving Institutions STEM grants) and U.S. Department of Labor. TPMA offers expertise in tracking performance measurement, progress towards outcomes, implementation of grant activities, and fidelity to program models. IAUNRC is collaborating and sharing the costs of TPMA evaluation with other IU NRCs. Leveraging a single evaluation team for all funded centers, TPMA will be able to efficiently gather and share high-quality data across centers and measure IAUNRC's progress towards grant goals. The Center will use data from TPMA evaluations to refine practices and continually improve programs.

The IAUNRC will pursue specific, quantifiable, and time bound targets to measure progress during the grant period. Table 2 summarizes IAUNRC's goals and performance measures; the complete Performance Measure Form (PMF) is available as an appendix.

Table 2	
IAUNRC Project Goals and Associated Performance Measures	
PROJECT GOAL 1: ENHANCE AND INCREASE THE USE OF INNER ASIAN AND URALIC CONTENT IN K-18 CURRICULA	
Performance Measure 1.1:	Coordinate or provide major sponsorships for at least 20 high impact events to debate critical aspects of area studies learning and scholarship in higher education as well as promote employment in the public and private sectors cumulatively in the grant cycle
Performance Measure 1.2:	Offer at least 25 K-12 teacher development workshops to internationalize curriculum with IAU content cumulatively in the grant cycle
Performance Measure 1.3:	Increase number of K-12 students who receive direct outreach that includes IAU content by 5% cumulatively by the end of the grant cycle
PROJECT GOAL 2: EXPAND KNOWLEDGE OF INNER ASIAN AND URALIC REGION AND ITS LANGUAGES AT MINORITY SERVING INSTITUTIONS AND COMMUNITY COLLEGES	
Performance Measure 2.1:	Reach at least 50 faculty to promote use of IAU content in higher education curriculum by the end of the grant cycle
Performance Measure 2.2:	Provide professional development experiences for at least 10 MSI and CC faculty by the end of the grant cycle
Performance Measure 2.3:	Provide IAU language instruction for 10 individuals at MSI/CCs by the end of the grant cycle
PROJECT GOAL 3: STRENGTHEN THE TEACHING AND LEARNING OF IAUNRC PRIORITY LESS COMMONLY TAUGHT LANGUAGES	
Performance Measure 3.1:	Provide high impact IAU language instruction in 10 courses by the end of the grant cycle
Performance Measure 3.2:	Develop 8 new standalone teaching materials for IAU LCTLs by the end of the grant cycle

Performance Measure 3.3:	Make 15 professional development workshops available for IAU LCTL instructors by the end of the grant cycle
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Table 3 summarizes the nature and timing of TPMA's efforts to collect, analyze, and report on evaluation data. The resulting formative feedback on the previous year's activities and outcomes will allow for continuous improvement ensuring that project activities meet interim performance targets. Center staff will collect baseline data on each of the evaluation questions in Year 1, and data collection will continue annually for the summative evaluation and as needed for the formative evaluation. Year 4 evaluation will include a final summative component to assess IAUNRC's achievement of its project goals and the overall impact of grant cycle activities. Research Questions 1-3 are tied specifically to IAUNRC's activities while Research Question 4-5 will provide evaluation of joint projects that include collaboration of several or all IU Centers.

Table 3	
TPMA's Evaluation Methodology and Timeline	
Research Question 1: To what extent is the IAUNRC meeting its target data indicators, as identified in the Performance Measure Form?	
Data Source	Report from IAUNRC on PMF data indicators
Analysis	TPMA will review summaries and report on and summarize progress
Schedule	Annual (Y1-Y4) with data collected in spring
Deliverable	Analysis included in annual formative (Y1-Y3) or summative report (Y4)
Research Question 2: To what extent does the IAUNRC foster stakeholder's understanding, engagement and appreciation of IAU content and corresponding Less Commonly Taught Languages (LCTLs)?	
Data Source	TPMA-administered online survey of IAUNRC stakeholders involved with grant-funded activities to measure engagement and satisfaction
Analysis	TPMA will conduct a descriptive analysis to examine the characteristics of survey respondents and trends in their responses
Schedule	Annual survey (Y1-Y4) with data collected in spring for selected stakeholders, and a biennial survey of FLAS alumni
Deliverable	Annual formative (Y1-Y3) or summative report (Y4), and two annual reports (Y2-Y4) for the biennial survey of FLAS alumni
Research Question 3: How do MSI's collaborate as they participate in professional development activities offered by IAUNRC?	
Data Source	Focus groups conducted with MSI's participating in the initiative
Analysis	TPMA will examine the data for patterns and themes
Schedule	Focus groups conducted in Y2-Y3
Deliverable	Annual formative (Y1-Y3) or summative report (Y4)
Research Question 4: What did participants learn as a result of attending the History and Geography of the World social studies teacher workshops?	
Data Source	TPMA-administered online post-survey of workshop participants to understand immediate feedback on workshop
Analysis	TPMA will conduct a descriptive analysis to explore the characteristics of participating teachers and trends in their responses

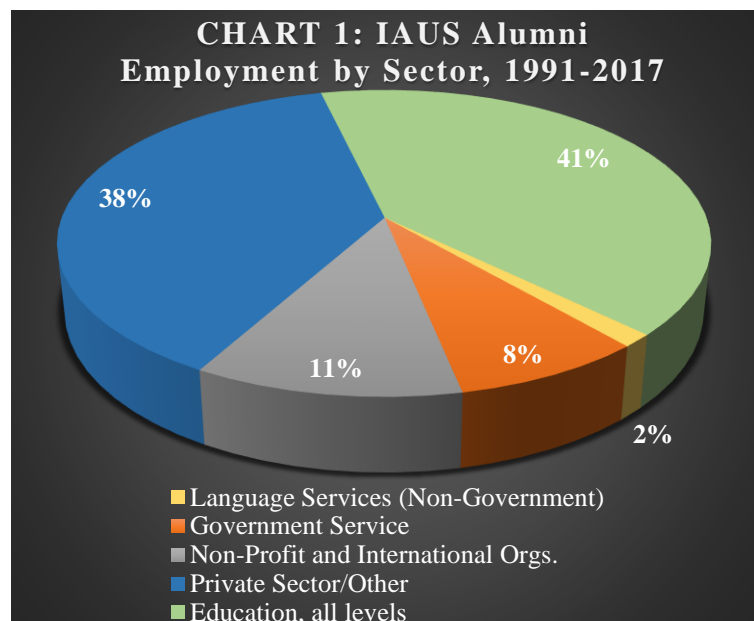
Schedule	Survey administered each semester (spring & fall) immediately after workshop attendance with analysis conducted annually (Y1-Y4). Pilot survey review conducted in Y1 first semester for missing information
Deliverable	Annual (Y1-Y4) summary of survey findings
Research Question 5: Evaluation of two joint workshops: ICCI and Global Employability	
Data Source	TPMA-administered online post-survey of workshop participants to understand immediate feedback on workshop
Analysis	TPMA will clean data and conduct descriptive analysis
Schedule	Survey administered each semester (spring & fall) immediately after workshop attendance with analysis conducted annually (Y1-4). Pilot survey review conducted in Y1 first semester for missing information
Deliverable	Annual (Y1-Y4) summary of survey findings
Data Source	TPMA-administered online post-survey of workshop participants to understand immediate feedback on workshop

Use of Evaluations to Improve Programming. IAUNRC staff conduct periodic reviews of all summative and formative evaluations to locate potential areas of improvement and devise appropriate responses. The AD closely monitors data indicators for all IAUNRC activities to ensure the Center is achieving interim annual targets and program goals. Based on these indicators, the IAUNRC identifies high-performing activities that ought to be expanded and under-achieving activities that may be revised or discontinued. In response to outreach surveys since 2014, IAUNRC has made greater efforts to provide takeaway materials like handouts or resource lists to event participants, diversify means of communication to publicize events, and seek out a greater variety of locations for events. IAUNRC staff are continuously revising activities and presentations to ensure lasting impact. Outreach surveys also demonstrate how ongoing refinement of outreach programs has gradually increased retention of IAU content, with surveys indicating an increase in retention from 87% in 2014 to 95% in 2016.

C.5: Placement of Students in Areas of National Need and Efforts to Increase Their Numbers.

An ever-growing pool of qualified area specialists is the most important outcome of the IAUNRC's programs. Since 1965, CEUS—the home department of most IAUS students—has granted a total of 264 MA and 102 PhD degrees, including 22 MA degrees and 10 PhDs in the years 2014-18.

During 2007-17 CEUS awarded 81 MA degrees—24 more than the preceding decade—representing a 30% net increase. At the same time, IAUS has attracted an increasing number of students pursuing degrees in other departments and in professional schools, a trend that can also



be seen in the growing number of joint and dual degrees awarded.

IAUNRC programs support the training of area specialists and ensure an uninterrupted critical pipeline for qualified individuals to meet national needs in government and non-profit employment. Numerous IAUS graduates work for the Department of

State including those who have served as Foreign Service Officers in U.S. embassies in Uzbekistan, Azerbaijan, Estonia, Mongolia, Turkmenistan, and Russia; others fulfill public outreach and security responsibilities for the department. IAUNRC alumni have been employed by USAID in Tajikistan, Kyrgyzstan, and Azerbaijan or worked for the UN in Central Asia. Several graduates serve as exchange program officers, interpreters, translators, and consultants for the World Bank and corporations with business interests in Central Eurasia. An IAUS graduate has served as a translator at Guantanamo Bay detention camp; a SLW participant has worked in the Coordinating Office of Terrorism Preparedness and Emergency Rescue for the Centers for Disease Control and Prevention. Recent graduates also include a Turkic language expert at the Foreign Service Institute, CIA analysts, NGO staff, and individuals in organizations whose work involves the IAU region, such as the Jamestown Foundation and development programs involving Tibet.

The majority of IU PhDs and a large number of MAs, many of whom subsequently earn PhDs at IU or elsewhere, support national needs through their employment in higher education and language services. IU IAUS graduates hold faculty and librarian positions at 28 major universities such as the U of Pennsylvania, Columbia U, Princeton U, U of Washington, Vassar College, and the Marshall Center for Security Studies. IAUS PhDs have produced Uzbek-English, Kazakh-English, Kyrgyz-English, and Turkmen-English dictionaries, and another is compiling a digital Uzbek-English dictionary. A former student wrote a textbook with accompanying multimedia material for the study of Turkish and a Turkish-to-Azerbaijani bridge course textbook. SLW trains professionals and students from variety of institutions in IAU LCTLs. Non-IU SLW alumni have won competitive awards such as NSEP Critical Language Scholarships (CLS) in IAU languages and serve as faculty at universities like Stanford U and Cornell U, analysts for Radio Liberty, directors for American Councils for International Education, and as Foreign Service and military officers at U.S. embassies. CEUS first offered an undergraduate minor in 2009 and a major in 2013. IAUNRC will monitor the career paths of the first cohort of majors graduating in AY 2017-18.

IAUNRC encourages students to make use of career advising services on campus and actively supports efforts to expand career development opportunities for students interested in government service and other careers with an international focus by arranging career-oriented events at IU. As part of a 7-workshop IAUS Careers and Professionalization series in the current cycle, IAUNRC offered a well-attended workshop on applying for federal government positions led by a former federal government employee. This series will continue in the next grant cycle, bringing similar speakers and IAUS alumni to campus for advising and networking events. IAUNRC advertises IAUS-relevant career opportunities in its weekly e-newsletter.

C.6: See C.5 above and C.1 for enrollment data. **C.7:** See C.2 and Section J.

D. Commitment to the Subject Area

D.1: Center Operation. IAUNRC is part of IU's School of Global and International Studies

TABLE 4	
IU Support for IAUS, 2017-2018	
Category	Amount (\$)
<i>Salary</i>	
Admin/Outreach	106,163
Faculty	2,785,012
Library	128,711
<i>Fringe Benefits</i>	
Admin/Outreach	40,437
Faculty	1,066,525
Library	49,954
SLW Instruction	79,805
Hungarian Chair	63,000
CeLCAR	251,660
SRIFIAS	25,000
Library Acquisitions	79,658
Supplies and Expenses	15,000
Faculty Research	104,000
<i>Student Support</i>	
SLW Summer Scholarships	200,000
Awards and Assistantships	977,968
Total Institutional Support	5,987,893

(SGIS), established in 2012. The \$54 million, 165,000-square-foot building was inaugurated in 2015 by then Secretary of State John Kerry. With the addition of two dozen new faculty members to SGIS, IU upheld its longstanding record of international engagement. The school, with its 120 core and 350 affiliated faculty, encompasses four academic departments and 21 centers and institutes, including 10 federally funded T6 and Language Flagship programs. The proximity to other area studies units promotes deep collaboration. IU pays salaries and

benefits for the Director, AD, and a shared program specialist/FLAS application coordinator in addition to one stipend and 2 fee remissions for GAs. SGIS provides workspace for Center staff and processes all financial and hire documents for the Center.

Teaching Staff. IU's commitment to IAUS is evident in its maintenance of CEUS, a unique interdisciplinary department founded as a U.S. Army training program in 1943 and one of the world's leading centers of expertise on Central Eurasia, as well as the sole independent degree-granting academic unit in the field of IAUS staffed with its own faculty of specialists. In the last four years, CEUS hired a tenured professor of modern Central Asian studies with IAUNRC seed funding support, a tenure-track professor of modern Iranian studies, and an academic specialist with a research focus on Mongol-period China and Islam in China. There are presently 15 tenured

or tenure-track appointments, 2 academic specialists, and 11 non-tenure track language lecturers with salaries and benefits totaling \$2,562,661. An additional \$1,303,875 in salaries and benefits reflects the percentage of faculty appointments dedicated to IAUS instruction in other departments. Annual support for faculty research and travel is more than \$100,000.

Library and Specialized Resources. IU Libraries are home to more than 157,000 volumes relevant to IAUS, many of which are in IAU languages. To support this major collection, IU provides salary for library personnel, and funding for acquisitions, licensing, maintenance, and storage, totaling more than \$280,000. IU allocates \$25,000 annually to the Sinor Research Institute for Inner Asian Studies (SRIFIAS) for publishing original IAUS research in its monograph and papers series, inviting visiting researchers, and supporting collection use. See E.1.a for additional details on support for library resources. The IU Mathers Museum of World Cultures, Eskenazi Museum of Art, and Lilly Library provide further support for IAUS by holding, preserving, and displaying numerous artifacts, works of art, and manuscripts from the IAU region. IU supports the Center for Language Technology (CeLT), with a budget of \$418,563 for 2017-18. CeLT manages 2 language laboratories, 4 “High Def” video conference rooms, a media development room, and equipment for loan to faculty. CeLT offers access to audio materials in more than 130 languages.

Linkages with Institutions Abroad. The Office of International Partnerships oversees IU’s engagement with institutions of higher education, organizations, and governments around the world. Pursuant to the IU Bicentennial Strategic plan, IU has more than 50 primary international university partners, more than 90 agreements with partners for specific activities, and four IU Global Gateway Offices—three of which are in Eurasia. These partnerships strengthen and expand international opportunities for students and faculty on all eight IU campuses.

These global initiatives actively focus on IAU region. Turkey and China—encompassing Xinjiang, Tibet, and Inner Mongolia—are two of the 30 countries of priority that merit special attention for partnerships because of a high volume of faculty and student engagement. IU has primary partnership agreements with the American U of Central Asia (Kyrgyzstan), Boğaziçi U (Turkey), Middle East Technical U (Turkey), and the National U of Mongolia. Partnership agreements with Australian National U and Peking U (China) connect IU faculty and students with other global centers of IAUS scholarship. Additional agreements link Eötvös Loránd University (Hungary) with the Maurer School of Law. CEUS has established departmental level linkages with the Hungarian Academy of Sciences to host a Hungarian professor as György Ránki Chair of Hungarian Studies, as well as with Peking University's History Department and the American U of Central Asia for faculty and student exchanges. CEUS also works closely with institutions in Estonia and Finland to enrich its language programs.

Outreach. IU provides substantial support for outreach activities to a variety of constituencies. It underwrites such major initiatives as the Institute for Curriculum and Campus Internationalization (ICCI) to help educators and administrators internationalize public and private universities and colleges. IU hosts several professional societies and cultural associations related to IAUS, including the Mongolia Society (since 1961). CEUS and IAUNRC will be hosting the Central Eurasian Studies Society annual conference in 2021, bringing the most prestigious annual meeting in the field of IAUS to IU. For 34 years, IU has matched contributions by the Hungarian Chair in co-sponsorship of annual international conferences. Over the last 25 years, IU has provided substantial support for the annual graduate student-organized Association of Central Eurasian Students conference. Because of the high volume of IAUNRC videoconferencing programs,

University Information Technology Services has loaned videoconferencing equipment to IAUNRC for its exclusive use.

Students in Related Fields. Many students in IAUS-related departments and professional schools receive financial support from IU in the form of semester, annual, and multi-year fellowships or student academic appointments. IU provides CEUS with 2 graduate recruitment fellowships to attract highly qualified students interested in IAUS. IAUS PhD students often serve as AIs, Research Assistants, and GAs in SGIS, professional schools and other units at IU. These awards and appointments include tuition remission, healthcare coverage, and living stipend, totaling \$52,370 per award in AY 2017-18. The university also funds numerous, competitive awards to fund pre-dissertation and dissertation-research travel. In total, 36% of CEUS students receive non-governmental financial aid. Apart from these funding sources, IU subsidizes participation in SLW by charging all participants in-state tuition, thereby contributing about \$200,000 for students.

E. Strength of Library

E.1.a: Holdings. IU houses outstanding IAUS resources in both the Herman B Wells Library and several specialized collections. The Wells Library's Mongolian, Tibetan, Hungarian, and Central Asian holdings are among the largest such collections in the United States. IU Libraries hold about 93,000 volumes in IAUS languages, a number of which are unique. The Wells Library maintains approximately 200 serial subscriptions and access to approximately 45 electronic databases that are directly relevant to the Center's work. The most important specialized collection is maintained by SRIFIAS, which contains over 12,000 volumes and provides access in a single location to basic reference works, textbooks, grammars, dictionaries, and rare books and manuscripts relevant to IAUS. The general collection is complemented by 350 rare Tibetan books including valuable block prints and medieval manuscripts, extensive microform and photocopy holdings of rare publications

focused on 19th-century Central Asia, more than 1,000 manuscripts in IAUS languages, and a Turkish Folklore Archive with 130 unique audio recordings. About 15% of SRIFIAS rare materials are publicly available in digitized form and SRIFIAS employs two part-time workers tasked with expanding the library's digitization. The CEUS library holds an additional 2,500 books and bound periodicals focusing on Uralic topics. In addition to precious Tibetan and Buddhist books, the Gordon Collection features pieces of art dating from as early as the 15th century, available for viewing and study upon request. Another valuable resource is the 5,500-volume Hangin Collection, consisting mostly of works in Mongolian. IU's Lilly Library contains many rare books and manuscripts relevant to IAUS. Additional IAUS-related resources are housed in collections of the School of Music, School of Fine Arts, the Kinsey Institute, and various university museums.

Support for Acquisitions and Staff. IU supports a Central Eurasia Librarian, 3 Central Eurasia Cataloguers, a Tibetan

Studies Librarian, a Slavic Studies Librarian, and a Senior Collections Reference Assistant. They are aided by student assistants and library technical service support staff. Middle East, East Asia, and History librarians also provide expertise. Approximately 1,800 volumes were added to the IAUS collections during the past year, and the budget for Central Eurasian monographs increased from \$28,867 in FY 2013 to \$40,870 in FY 2017 and the serials budget from \$27,397 to \$28,788. The Banda Endowment for Hungarian acquisitions yields an annual income of \$10,000. Subject and area specialists also purchase materials to supplement the IAUS collection. Since 2014, IU has acquired more than 5,000 volumes for the IAUS collection. The IAUS collection is also supported

TABLE 5

Estimated Library Holdings in IAUS Fields (excludes periodicals)

IAUS Field	Volumes
European & Uralic Subtotal:	78,850
Finland	16,950
Estonia	9,300
Hungary	49,500
Other Uralic	3,100
Inner Asian & Altaic Subtotal:	78,500
Central Asia	21,900
Turkey	20,000
Tibet	18,900
Mongolia	7,500
Other Inner Asian	10,200
Total Volumes	157,350
Approx. 50% in local languages, 35% in English, and 15% in other languages (Russian, etc.)	

through exchange agreements with institutions in Hungary, Estonia, and Russia, as well as through private donations. IU provides two GAs for SRIFIAS.

E.1.b: Availability and Accessibility of Research Materials. IU participates in cooperative exchanges with other research libraries, and interlibrary loan is free within the Big Ten Academic Alliance. Non-Indiana libraries outside the consortium pay a modest charge. IU students, faculty, and staff may conveniently access the catalogs of IU and other institutions, major citation indexes, full-text periodical articles, statistical databases, and reference materials either remotely or in-house. Teachers, students, researchers from other institutions, and Indiana residents can likewise use IU print and electronic resources by obtaining a special borrower's card and a temporary network password at no cost. IU's web-based catalog offers the general public centralized access to various university collections. Users can access more than 1,800 electronic databases, 60,000 electronic journal titles, and 1.9 million electronic books. In 2016-17, IU was one of the top national lenders in the Interlibrary Loan program with 20,720 volumes lent and 30,575 borrowed. The IU Library is a member of the Center for Research Libraries and participates in a project to microfilm and digitize historical and cultural sources related to IAUS.

F. Non-Language Instructional Program

F.1: Variety of Disciplines Covered. Faculty offer a rich variety of courses reflecting their research on IAU topics in numerous disciplines, including anthropology, business, comparative literature, economics, education, ethnomusicology, folklore, history, international affairs, journalism, law, linguistics, medieval studies, music and drama, political science, public affairs, public administration, and religious studies. Between 2014 and 2017, IAUS course offerings included 925 non-language courses, with concentrations in anthropology (96), history (86),

political science (48), folklore & ethnomusicology (51), international studies (89), as well as law (27) and business (48).

Course Availability in Professional Schools. IU professional schools offer undergraduate and graduate courses with IAUS content, for example, Transnational Migration and Education (SoE), Seminar in Transnational Law (School of Law), and NGO Management for International Development (School of Public and Environmental Affairs—SPEA). See Course List for detailed information about offerings in Schools of Business, Education, Media, Law, and Public and Environmental Affairs (SPEA). Students in professional schools may also meet specific requirements for regional specialization or enrich their program of study by enrolling in IAUS courses offered through CEUS. For example, School of Education (SoE) students may use IAUS courses to fulfill the requirements of the Global Educator Badge. Students from professional schools also pursue dual MA programs or PhD minors in CEUS. Currently, 14 students are pursuing dual degrees with CEUS and IU professional schools.

F.2: Interdisciplinary Offerings. Many IAUS undergraduate and graduate courses are interdisciplinary in nature because CEUS is an interdisciplinary area studies department with a high proportion of courses that include content and methodology from multiple disciplines. For example, the CEUS courses “Peoples and Cultures of Central Asia,” “Afghanistan since 1979,” and “Uralic Peoples and Cultures” all integrate approaches from anthropology, geography, culture, society, and history for their respective regions. Another course, “Mongolian Literature and Folklore” integrates folklore, history, linguistics, literary studies, and religious studies. In this way, students learn about their respective regions of study as in-depth as possible, understanding the different forms of knowledge that inform the study and major debates surrounding those regions.

Other courses, such as “Language and Identity in Central Eurasia,” are cross-listed with disciplinary departments because they combine area studies with a single strong disciplinary focus.

F.3: Sufficiency of Faculty Numbers. The total number of courses offered, and the low student-to-faculty ratios, attest to the sufficiency of faculty numbers for meeting instructional needs in IAUS. In AY 2014-18, 23 affiliated tenured or tenure-track non-language faculty and several advanced graduate students offered 252 courses with 100% IAUS content. The median student-to-faculty ratio was 9:1 allowing faculty to offer to students individualized attention at all levels.

Pedagogy Training for AIs. AIs for all IAUS courses are trained at the department level. Training includes mandatory attendance at workshops and enrollment in departmentally-oriented for-credit pedagogy courses. Workshops and pedagogy courses address course planning, campus policies and climate, classroom management, and assessment methodology. AIs receive mentorship and feedback from the faculty member supervising a course and receive student feedback through course evaluations. AIs have access to professional development opportunities offered through CITL and the University Graduate School, including the Graduate Teaching Apprenticeship Program (GTAP).

In spring 2017, IAUNRC sponsored a CEUS faculty member to develop and offer “Teaching Area Studies,” a pedagogy course that addresses the challenges of teaching IAUS and the theoretical origins of interdisciplinary area studies courses. This course included a visit from a government employee to explore the practical application of IAUS in government service. CEUS will continue to offer the course biennially as part of IAUNRC’s Area Studies Advancement Project. Since fall 2014, CEUS has provided support for advanced graduate students to develop and teach 12 IAUS undergraduate courses. Finally, PhD students with teaching experience may apply for the competitive IU Future Faculty Teaching Fellowship, which funds them to serve as

visiting faculty at IU regional campuses or affiliate institutions. Since 2014, 3 IAUS students participated in this program, with one securing tenure track employment at IU East and another remaining as an adjunct at IU South Bend after the fellowship's conclusion.

F.4: Depth of Specialized Course Coverage. The area studies and disciplinary specializations of its faculty allow IU to offer depth as well as breadth in instruction. Courses cluster into several

TABLE 6				
Number of IAUS area studies and language courses taught by sub-region				
Sub-region	14-15	15-16	16-17	17-18
Central Asia	40	38	42	38
Mongolia	19	16	13	15
Tibet	12	13	13	10
Iran/Persia	20	14	16	23
Turkey	21	22	22	23
Uralic Region	23	26	35	33
Other/trans-regional	22	36	33	31

sub-regions of IAUS, including Central Asian, Mongolian, Persian, Tibetan, Turkish, and Uralic studies. See Section H and Course List for more information. The depth of course offerings in each of these regional fields permits students to pursue formal MA and PhD specializations in any of these regions while receiving a CEUS degree. The courses reflect faculty strengths and offer opportunities for students to pursue a focused

course of study by taking increasingly specialized courses addressing diverse disciplinary perspectives, time periods, thematic emphases, and language competency. Courses allow students to understand contemporary social issues, examine particular periods in IAU history, consider the relationship between religion and politics both historically and in the contemporary world, engage with identity formation and nationalism in the region, critically assess and practice using historical sources, gain mastery of regionally appropriate research methods and resources, and pursue individual research. Graduate students may pursue their specific academic interests by undertaking directed readings with faculty specialists, including readings in area languages.

G. Language Instructional Program

G.1: Extent of Language Instruction. IU is internationally renowned for instruction in the critical languages of the IAU region. IU regularly offers AY courses in numerous IAU languages and periodically offers additional languages or dialects. See Table 7 and Course List. Contemporary language instruction provides 5 or 4 contact hours per week depending on level. There are weekly conversation hours for students of all levels in each regularly offered language to supplement formal classroom instruction. The Turkish Language Flagship (TLF) provides tutors for all TLF

TABLE 7									
IAUS Languages offered by academic year									
Language	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
Azerbaijani	*					*	*		
Dari	*	■	■	■	*				
Estonian	■	■	*	■	*	■	■	■	■
Finnish	■	■	■	■	■	■	■	■	■
Hungarian	■	■	■	■	■	■	■	■	■
Kazakh	*	*	■	■	■	*	*	■	■
Kurdish						*	■	■	*
Kyrgyz	*				*				■
Mongolian	■	■	■	■	■	■	■	■	■
Pashto	■	■	■	■		*	*	■	
Persian	■	■	■	■	■	■	■	■	■
Tatar	*	*	*	*					
Tibetan	■	■	■	■	■	■	■	■	■
Turkish	■	■	■	■	■	■	■	■	■
Turkmen					*				
Uyghur	■	■	*	■	■	■	■	■	■
Uzbek	■	■	■	■	■	■	■	■	■
Buriat									*
Chaghatay		*		*		*			
Cl Mongolian			*	*	*				
Evenki								*	
Manchu		*	*			*			*
Old Iranian						*			
Old Tibetan						*	*		
Old Turkic	*				*		*		
Ottoman						*			*
Tokharian				*					
* indicates courses offered in language at IU during the AY, including summer									
■ indicates courses offered at the advanced (3 rd year) level or higher									

students and other learners of Turkish. The Fulbright Foreign Language Teaching Assistants (FLTAs) provide tutoring in Finnish, Kazakh, Kyrgyz, Mongolian, Pashto, Turkish, and Uzbek. Most IAUS students study at least one additional relevant language, e.g., Russian, Arabic, Chinese, Georgian, Greek, Romanian, and Urdu. Distance Learning (DL) courses in Estonian, Hungarian, Mongolian,

Pashto, Tibetan, and Uzbek are offered to non-IU students based on demand. In 2017-18, IAUS DL courses included Introductory, Intermediate, and Post-Advanced Hungarian for students at the U of Chicago and U of Minnesota, as well as Advanced Uzbek for U of Ohio and U of Michigan.

Enrollment in Applicant's and Other Programs. Enrollment in IAUS language, literature, and linguistics courses remains strong. In AY 2016-17, 286 undergraduate and 127 graduate students enrolled in these courses. All students are encouraged to study languages abroad and at programs within the U.S. when local instruction is unavailable. See H.4. Since 1999, IAUNRC has led the Central Asian Language Consortium comprised of Russian and East European, East Asian, and Middle Eastern NRCs across the country dedicated to supporting instruction in SLW, which attracts students and professionals from throughout the United States. Summer FLASes are regularly awarded for the study of IAUS languages at non-IU programs, such as summer programs in Hungary, Kazakhstan, and Turkey. To maximize the range of languages available for study in summer, SLW coordinates offerings with other summer language programs.

G.2: Extent of Language Instruction at Three or More Levels. Regular CEUS language faculty offer 3 levels of instruction in 9 languages, as shown in Table 7. In AY 2014-17, 129 students (76 graduate and 53 undergraduates) enrolled in advanced or post-advanced level courses in IAU languages. In addition, the TLF program offers a four-year program that allows undergraduate students to achieve professional-level language proficiency (ACTFL Superior/ILR Level 3), and 4th year Turkish is regularly offered for all students. Post-Advanced Language Study (4th year and beyond) courses have been successfully created for Estonian, Hungarian, Mongolian, Tibetan, and Uzbek during the previous grant cycle and are now offered based upon demand. These courses meet for 4 hours a week and integrate classroom and online interaction. CEUS recently offered specialized heritage learner courses in Mongolian and Uyghur. Other advanced languages are

offered according to student interest and instructor availability. CEUS is committed to tailoring language training to individual needs, as it has done for State Department personnel.

Foreign Language Instruction in Non-Language Courses. Advanced non-language courses at IU frequently require students to use foreign language texts for research and discussion. Students frequently undertake advanced, applied language study as independent readings supervised by IAUS faculty that focus on students' research materials. Recent examples of these course topics include contemporary Mongolian law and hagiographies of Muslim women saints. In 2014-17, 44 students enrolled in these courses. CEUS graduate courses taught in English may be supplemented with a 1-credit section where students with relevant advanced foreign language skills discuss readings in that language. Through the TLF, IU offers undergraduate and graduate content courses in Turkish, for example "Media Turkish".

G.3: Sufficiency of Faculty Numbers. IU employs 11 full-time IAUS language lecturers, all of whom are native speakers with significant experience in teaching their languages and an average of 11 years of employment at IU. Several tenure/tenure-track IAUS non-language faculty occasionally teach literary and/or rare IAU languages, including Chaghatay, Daur, Ottoman, and Manchu. In AY 2016-17, IU hired a Finnish Lecturer to replace the visiting faculty arrangement for Finnish and, in AY 2017-18, CEUS hired a second Turkish Lecturer to address the needs of the TLF. The student-to-teacher ratio for language courses is about 8.5:1. Through Fulbright's FLTA program, CEUS typically hosts five native speakers who supplement the regular language faculty by providing students with exposure to dialectal variations of native speech in languages such as Finnish, Kazakh, Kyrgyz, Mongolian, Pashto, Turkish, and Uzbek, and who effectively decrease the student-to-teacher ratio.

Exposure to Current Language Pedagogy Training. CEUS employs a language coordinator (LC) to maintain uniform, high standards in IAU language instruction. The present LC holds a PhD in Applied Linguistics and has more than 15 years of experience in university-level IAU LCTL instruction. The LC regularly observes classes, holds monthly pedagogy-focused meetings with all instructors and AIs, and makes resources available through the internal CEUS Language website. Recent pedagogy discussions included project-based language learning, proficiency guideline-based curriculum development, hybrid and online language instruction, and backwards course design. All new and many returning instructors participate in intensive pre-semester workshops, which address the curricular and cultural aspects of language teaching, performance-based learning, and technology-based instruction. Instructors receive additional training through campus-wide workshops and lectures by the Department of Second Language Studies and Center for Language Excellence (CLE); pedagogy and technology workshops provided by CITL and CeLT; the IU Foreign Language Share Fair; and state, national, and international conferences, especially the Conference on Central Asian Languages and Linguistics (ConCALL). All CEUS language instructors earn an IU certificate in Distance Education. Language instructors have participated in workshops on the use of learning management systems and other technology in joint online course development sessions by Center for the Languages of the Central Asian Region (CeLCAR), CITL, and University Information Technology Services. Since 2009, DL classes have been recorded and archived for later review and practice by students. Language instructors won competitive CLE grants for Online Course Development in 2016 and 2017 to develop Introductory Estonian, Hungarian, Mongolian, Uzbek, and Advanced Turkish courses.

G.4: Use and Development of Performance-Based Instruction. All language courses utilize theme-based syllabi that specify scope-and-sequence for content, learning outcomes in terms of

functional use of the four basic language skills, cultural content/skills to be mastered by the end of each term, and the specific activities that serve as performance measures. All students in second and third year are pre- and post-tested for placement and to measure learner development. The current curricula have been developed in line with the ACTFL guidelines and aim to take learners to at least the Mid-High Intermediate level by the end of the third year of language study. To prepare the students for communication with native speakers in a variety of professional and everyday situations, CEUS emphasizes teaching spoken language and the use of authentic materials. To maximize interaction, instructors are encouraged to flip the classroom and design materials and activities for self-study on Canvas, IU's learning management system. The use of Canvas has greatly enhanced the accessibility of authentic materials and tasks. Students now create and share vlogs on discussion forums in Canvas. Students in advanced and post-advanced courses engage in translations and undertake projects creating usable language and content materials such as web-based specialized glossaries relevant to their fields of study.

Adequacy of Resources for Language Teaching and Practice. IAUNRC plays an important role in the development and acquisition of effective teaching materials. With IAUNRC support, CeLCAR has worked with language instructors to develop and publish textbooks for various levels of Dari, Pashto, Tajik, Uyghur, and Uzbek that reflect current pedagogical theory.

Language faculty frequently utilize IAUNRC's multimedia collection. The Estonian, Finnish, and Hungarian governments support language instruction by providing teaching materials and films. FLTAs participate in creating materials, including audio-visuals that are used in language classes. A vibrant assortment of national holiday celebrations, film series, poetry reading competitions, and cooking lessons on campus complement classroom instruction. TLF provides

native-speaker tutors and conversation partners and media roundtables in Turkish, as well as a series of talks in Turkish with advanced students providing translations.

IU's commitment to support instructional technology has allowed instructors to respond quickly and in creative ways to the need for relevant materials, resources, and practical language experiences. CeLT also provides numerous technical resources to support language instruction. See D.1. The IU Teaching and Learning Technologies Center provides technology workshops and helps instructors with individual projects. Language instructors regularly organize conversation sessions with native speakers, using web-based and mobile technology in order to provide IU students with a wider community of language-learning peers. In AY 2017-18, Uzbek conversation hours brought together students and instructors at IU, DL students in Ohio and Michigan, and native speakers in Uzbekistan using Zoom videoconferencing. Language classes regularly use mobile technology, such as Quizlet, to enhance vocabulary learning; CEUS purchased professional Quizlet licenses for 8 language instructors in AY 2017-18.

Proficiency Requirements. The language curriculum aims to take students to the intermediate-high/advanced low level of proficiency, measured by the ACTFL scale, by the end of the third year of language study. Language instructors tailor their curricula for each language based on ACTFL Standards for Language Learning in the 21st Century, thus maximizing instructional time and allowing students to aim for useable proficiency quickly. Language exams are comprehensive and measure students' mastery of the four basic skill sets of language learning, as well as cultural pragmatics. Such testing occurs twice during each semester. The LC reviews all written exams and tasks for oral exams and provides detailed feedback on the task design, assessment rubrics, and exam format. The goal is to have proachievement-type testing with increased focus on performance assessment. Exams include tasks to assess performance in interpretive, interpersonal,

and presentational modes. Portfolio-type assessment is increasingly used in upper-level language courses featuring individual or group projects. All exams are archived on the CEUS department language teaching website and constitute resources available for instructors. Self-testing materials are available from CeLCAR and also online, in the form of samples for national language exams (e.g., Estonian uses the Certificate of European Framework of Reference sample tests). CEUS language instructors in Dari, Hungarian, Kurdish, Mongolian, Pashto, Persian, Turkish, and Uyghur have been certified as testers for ACTFL/ILR-OPI. All senior lecturers, lecturers, and AIs have received either ACTFL or ILR-based training. Moreover, testing is available for students from other institutions for their foreign language proficiency requirements. In AY 2016-17, IAU instructors conducted such exams in Finnish, Hungarian, Mongolian, Pashto, Persian, and Uzbek. Language instructors will continue to provide exam services in the next grant cycle.

H. Quality of Curriculum Design

H.1: Incorporation of Area Undergraduate Instruction into the Baccalaureate Degree Program. Language and area studies instruction in IAUS is available to all undergraduates at IU and formally incorporated in COAS, SGIS, and IU's various professional schools. IAUS courses are incorporated into baccalaureate degree programs primarily through 1) CEUS major, 2) CEUS minor, 3) regional or linguistic concentration within the International Studies major, and 4) NELC major and the Islamic Studies Certificate. The creation of the undergraduate major in CEUS in 2013-14 served indicates IU's commitment to internationalization of the undergraduate curriculum and broadening undergraduate students' access to substantive training in IAUS, including LCTLs.

Appropriateness of Requirements and Resulting Quality of Undergraduate Program. IU undergraduates enjoy a variety of options to engage with IAUS at IU. CEUS majors pursue either the Central Eurasian track, focusing on area studies courses, or the Language and Civilization track,

focusing on area studies courses or advanced language study respectively. These tracks are flexible and allow undergraduates to develop language and area studies skills in critical sub-fields of IAUS. The International Studies major requires 6 semesters of foreign language study and 3 courses with a regional focus at the 300-400 level which may be fulfilled with IAUS content. IU's TLF program provides students the opportunity to attain superior/professional language proficiency through classroom learning, extracurricular activities, and overseas study, including a year in Turkey (currently Azerbaijan due to the State Department's travel advisory for Turkey). IAUNRC affiliated faculty teach required courses for SGIS's new Global Service and Peace Corps Prep certificate which aims to enhance students' global preparedness for competition in transnational markets and strengthen acceptance rates for students in the Peace Corps.

IU undergraduates may use IAUS courses to fulfill campus-wide GenEd requirements in culture studies, foreign language, international studies, social and historical studies, as well as arts and humanities. COAS mandates that all its students enroll in Critical Approaches courses, featuring fundamental disciplinary and methodological questions. In the past 4 AYs, enrollments for CEUS Critical Approaches courses have been at a record high: Empire of the Mongols (120); Oil, Islam

Table 8	
CEUS Undergraduate Program Major Requirements	
Central Eurasian Track	Civilization & Language Track
30 credit hours of CEUS-approved courses including: <ol style="list-style-type: none"> 1. 4 semesters (to intermediate level) study of a Central Eurasian language 2. 1 introductory, regionally-focused course 3. Elective area studies courses including minimum 18 hours at 300-400 level 	31 credit hours in CEUS-approved courses including: <ol style="list-style-type: none"> 1. 6 semesters (to advanced level) study of a Central Eurasian language 2. 1 introductory, regionally-focused course 3. Elective area studies courses including minimum 18 hours at 300-400 level
CEUS Undergraduate Program Minor Requirements	
CEUS Undergraduate Minor includes 2 tracks: <ol style="list-style-type: none"> 1. Minor with at least 5 area studies courses Minor with language certification including 2 area studies courses and minimum 2 semesters of Central Eurasian language study beyond the first year	

and Geopolitics (130); Saints of the Silk Road (in 2016 and 2018, 59 and 60 students respectively); Rise and Fall of Ancient Civilizations (120); Buddhism and Popular Culture (120); Race, Love, and Conquest (120); and Alexander, Jesus, and Other Islamic Heroes (60).

H.2: Academic and Career Advising. IAUS students receive academic advising through CEUS, SGIS, and their home departments. Undergraduate students majoring in CEUS meet each semester with the CEUS undergraduate advisor and receive mentoring from the Director of Undergraduate Studies. At the graduate level, CEUS students formally consult a primary faculty advisor each semester to seek advice on course selection and degree progress. A multi-member, interdepartmental advisory committee supervises students' academic progress through admission to candidacy, and a research committee oversees completion of a thesis or dissertation. The Director of Graduate Studies provides additional academic oversight.

IU offers a multi-pronged approach to career advising. IAUS students can obtain career advising from IU's Walter Center for Career Achievement, which provides career courses featuring practical training in job hunting and guidance on career development to undergraduate and graduate students in COAS. One of the Walter Center's ten Career Communities is focused on Government, International Affairs, and Public Policy, offering students specialized training, contacts, and events to connect them to government at all levels. COAS also supports the College Luminaries Program, which connects successful alumni such as the Acting Deputy Director of the U.S. Diplomacy Center with students. SGIS offers numerous ways for students to plan for their careers and make professional connections, including access to the school's in-house career advisor and the Global Leaders and Professionals Program, which offers career counseling, skills development workshops, and networking opportunities. SGIS sponsors a residential Living-Learning Center for undergraduates interested in international affairs and provides these students

additional professionalization and academic advising opportunities. Students can make other valuable connections through Ascend Indiana, a service that partners with major employers in the state that do business in the global marketplace. Students in professional schools receive program-specific career advising from their schools' career development offices. CEUS and other COAS/SGIS departments prepare students for the academic job market through advising, individual and group meetings, and practice interviews/job talks. IAUNRC presented a career and professionalization series, comprised of 7 workshops. IAUNRC supplements these efforts by continually publicizing campus visits, recruiting events, and career opportunities.

H.3: Variety of Training Options for Graduate Students. IAUNRC and CEUS provide diverse training options drawn from many disciplines and professional fields, the requirements of which directly contribute to quality of graduate training. These programs are comparable to those of other top institutions across the country. IU graduate students have 6 IAUS training options: 1) the CEUS MA; 2) the CEUS PhD; 3) the CEUS PhD minor; 4) joint or dual degrees (CEUS degree and a professional school), or a double major degree (CEUS and another COAS department); 5) the Inner Asian and Uralic Studies Certificate; and 6) fulfilling requirements or completing electives using IAUS courses, e.g., International Studies MA/MS. Students in a variety of professional programs, e.g., SPEA or Information and Library Science (ILS), pursue these options. The most common interdisciplinary combinations are CEUS with one of the following: Anthropology, Folklore and Ethnomusicology, Political Science, or History.

Appropriateness of Requirements and Resulting Quality of Graduate Program. IAUS graduate courses offered in or cross-listed with CEUS, especially language courses, fulfill program requirements or serve as electives for students from diverse fields including public health, law, informatics, history, political science, linguistics, Near Eastern studies, and East Asian studies.

The CEUS MA introduces students to IAUS at the graduate level and requires at least intermediate competency in a Central Eurasian language, but most are motivated to continue to the advanced or post advanced level as shown by the 67 students enrolled in advanced or post-advanced language courses during the present academic year. See Table 7 and Language Course List. CEUS students may choose a thematic focus in Post-Communism and Nationalism or a Region of Specialization (ROS): Baltic/Finnish, Central Asian, Hungarian, Iranian, Mongolian, Tibetan, or Turkish. IU requires all PhD students to complete a minor outside their home departments. Students may fulfill this requirement through the CEUS PhD minor, which entails completing 12 credit hours. The minor attracts students whose research relies on IAUS language and area knowledge, like those in Anthropology, History, Political Science, or Ethnomusicology. Graduate students have increasingly enrolled in dual or joint degree programs that combine study in CEUS with study in a professional school to obtain the following degrees: SPEA (MA/MPA), Kelley School of Business (MA/MBA), School of Public Health (MA/MPH), the School of Informatics and Computing (MA/MLS or MIS), and the Maurer School of Law (LLM/JD). These programs require 24 credits of IAUS language and area studies coursework, offering training comparable to the CEUS MA. Currently 12 students are seeking dual degrees in 3 professional programs (Law, SPEA, and ILS) and 17 of 27 CEUS MA students are pursuing dual degrees. Graduate students may also major in CEUS and another COAS department, e.g., by pursuing a PhD in Political Science and CEUS. This results in the awarding of a single degree contingent upon fulfilling all standard degree requirements in both departments, such that students receive an advanced level of language, area studies, and disciplinary training. There are 14 PhD students from Political Science, Religious Studies, Folklore, Linguistics, History, and Anthropology who are currently pursuing a second major in CEUS.

An additional graduate option is the IAUNRC Certificate, which requires 18 credits hours of language and area studies coursework, and at least 4 semesters of language instruction in a Center language. Courses may be taken in professional schools or other departments if they contain substantial IAUS content, thereby providing more flexibility.

H.4: Arrangement and Usage of Research and Study Abroad Programs. IAUNRC, with the support of OVPIA and the Office of Overseas Study, promotes formal arrangements for students to study and conduct research abroad. Since 2008, IU study abroad enrollment increased by 63%, and was ranked 10th nationally in 2014-15. IU has been a Top 20 Study Abroad Institution for more than 20 years with students attending more than 250 IU-sponsored programs. In 2015-16 IU students accessed more than \$9 million in loans, grants, and scholarships to study abroad. Participation of minority students has increased from 10.3% (2010-11) to 17.1% (2014-15).

Engagement with the IAU region is high, with the number of IU students studying in Central Asia tripling in the last 7 years. In 2014-17, 271 students studied abroad in Central Eurasia—in Azerbaijan (14), Estonia (2), Hungary (171), Kazakhstan (6), Kyrgyzstan (1), Mongolia (25), Tajikistan (2), and Turkey (50). These students, as well as those conducting research in Xinjiang, Tibet, Inner Mongolia, and Tatarstan have been supported by both numerous internal awards and external award programs, such as ACLS, IREX, Fulbright (including Critical Language Enhancement Awards), Fulbright-Hays DDRA; SSRC; IDRA; Dept. of State Title VIII Fellowship; CLS, Boren; and IU's Mellon Innovating International Research, Teaching and Collaboration Grant. IU supports several undergraduate and graduate exchange programs with various universities abroad allowing students to pursue IAUS studies at Boğaziçi University; Budapest Corvinus University; American University of Central Asia in Bishkek, led by IU faculty; and Peking U. For more information on formal linkages with institutions abroad see D.1.

Student Access to Programs at Other Institutions. In addition to the programs noted above, IU students have access to a variety of courses taught at other Big Ten institutions through the CourseShare program. Moreover, PhD students may spend a whole or partial academic year at other Big Ten institutions to pursue specialized coursework through the Traveling Scholar Program. FLAS and Title VIII awards support students studying languages at other U.S. institutions. IAUNRC publicizes external opportunities through electronic distribution lists, newsletters, postings, class announcements, and its website. IAUS students can study Estonian at the Baltic Studies Summer Institute (BALSSI), a consortium of T6 NRCs hosted by member institutions on a rotating basis; BALSSI has been hosted by SLW at IU for the last three years.

I. Outreach

IAUNRC outreach promotes education about and awareness of the peoples, cultures, languages, and perspectives of the IAU region, locally, regionally and nationally. The programs highlighted here will continue in the new grant cycle, as indicated in Table 1.

I.1.a: Elementary and Secondary Schools. IAUNRC addresses NRC program priorities at the K-12 level through support for professional development workshops, curriculum development, a presence at regional and national teacher conferences, and live and virtual visits to schools. In the last three years, IAUNRC collaborated with SoE to deliver presentations on IAUS topics in the History and Geography of the World workshop series for 120 Indiana teachers. IAUNRC also partnered with ECU's College of Education to provide 18 Kentucky social studies teachers with training about Central Asia. In 2015-18, IAUNRC and JSoM supported the annual two-week National Kodály Summer Institute, which introduced 81 K-12 music teachers from 16 states to the Kodály method of musical education as well as Hungarian folk music and culture. Evaluation surveys show that 70% of workshops attendees shared newly gained IAUS knowledge with their

students and 100% would attend another IAUNRC workshop in the future. In the current grant cycle, 179 IU pre-service teachers attended the SoE's Global Competence Workshop series. These workshops have evolved into the new SoE Global Educator Badge for both pre- and in-service teachers that debuted in spring 2018. In 2017-18, 23 school principals participated in the Principals Academy on Internationalizing Schools. These programs equip educators and administrators with the theoretical foundations and practical approaches for effectively integrating international and area studies content into their classrooms, schools, and communities. All these initiatives are supported by IAUNRC.

Additional SoE collaboration led 17 elementary language arts teachers to internationalize curricula by using children's literature from the IAU region as part of the Global Literacy Project. Working with SoE, IAUNRC has created more than a dozen IAU-relevant K-12 lesson plans in several disciplines, many of which are aligned with Indiana curriculum standards and Common Core, all of which are available for free download from the Center's website. IAUNRC also publicizes relevant instructional materials from other sources on its website. Books, DVDs, and other lendable artifacts are available through the IAUNRC's website for teachers. IAUNRC publicizes its programs and resources at meetings of the Indiana Foreign Language Teachers Association, National Council for the Social Studies, and Indiana Council for the Social Studies.

In-person and virtual K-12 classroom visits allow teachers to request fully customizable IAU-themed presentations from IAUNRC students and faculty in math, science, history, music, and culture. In 2014-17, IAUNRC brought educational programs to 67 local K-12 schools and public libraries. Between special events and school visits, IAUNRC reached 537 teachers and 6,551 students, and video conferences enabled synchronous presentations to 148 teachers and 2,197 students. More than 1,000 4th-graders from surrounding rural counties participate annually in the

two-day International Lotus Blossoms Bazaar, where IAUNRC organizes cultural activities. Along with SoE and other NRCs, IAUNRC supports the “Bridges: Children, Languages, World” project providing PreK-8 instruction in IAU languages. In the last 4 years, IAUNRC students working in consultation with CEUS language faculty offered instruction in Persian, Turkish and Uzbekn while receiving training and practical experience in language instruction.

I.1.b: Postsecondary Institutions. Outreach to postsecondary institutions takes many forms including expanding IAUS course offerings, supporting curriculum development, and promoting research through the support of numerous conferences. Most critically, the sharing of IU language-teaching expertise through SLW, DL instruction, and IAU online courses allows students outside the institution to receive high quality IAU language training.

In the last four years, outreach activities expanded to include new MSI and CC partners. IAUNRC continued collaboration with the local Ivy Tech CC and developed partnerships with St. Louis CC, Northern Virginia CC (with CelCAR), Claflin U, Eastern Kentucky, IU East, and IU South Bend. The Center supported 9 MSI and CC faculty and administrators to attend ICCI, an annual event in which IAUNRC faculty frequently serve as panelists. IAUNRC-sponsored faculty development workshops, lectures, presentations, art and artifact exhibits, and performances reached 506 faculty and 1,756 students from these institutions. Multiple IAUNRC faculty visited partner institutions to participate in these events. One student from Claflin studied Turkish at IU SLW, and a group of heritage learners from NOVA will study Dari in summer 2018 using specialized materials developed by IAUNRC and CeLCAR. IAUNRC competitively awarded curriculum development stipends that led to the creation of 2 new courses on Central Asia and the substantial revision of 5 courses to include 25% or more IAU content at partner institutions. IAUNRC and the U of Arizona Center for Middle Eastern Studies host the Curriculum

Internationalization Resources for CC Educators—an online repository of curricular materials, many of which were created by MSI/CC faculty or other NRCs.

Over 1,500 people participate in IAUNRC events at IU each year. During the last three years, IAUNRC has supported 14 conferences, symposia, and workshops that were attended by more than 900 individuals at IU that enabled IAUNRC faculty and students to share their expertise and interact with colleagues in their fields of specialty while raising awareness of IAUS. High profile events that provoked debate and brought diverse vantage points to campus included the Russia, China, and Central Asia symposia; ConCALL; the annual Symposia on Sustainable Development series; and the Authority in Islam in Muslim Eurasia international workshop. IAUNRC raised critical engagement with area studies as a discipline by supporting the Critical Area Studies in a Global Era initiative and the development of two new graduate courses by IAUNRC faculty: “Area Studies Librarianship,” and “Teaching Area Studies.” These efforts complement ongoing support for the annual conference of the Association of Central Eurasian Students (ACES), which encourages students’ development of regional expertise, and events arranged by student organizations related to IAUS (ACES, the Hungarian Cultural Association, the Baltic and Finnish Studies Association, and the Navruz Student Association). IAUNRC also supported the Midwestern Regional Conference of the Comparative International Education Society for SoE’s doctoral students and the anthropology graduate students’ SOYUZ (the Research Network for Post-socialist Cultural Studies) symposium in 2017. IAUNRC has also sponsored numerous public lectures (on average 30 per year) by IU faculty and visitors.

I.1.c: Media, Business, and the General Public. Faculty, students, and visiting scholars frequently deliver presentations to a wide variety of audiences, including schools, libraries, youth and professional organizations, and retirement homes. IAUNRC sponsors numerous public

cultural events (Tsagaan Sar, Losar, Navruz, Naadam, and other IAU cultural celebrations), exhibits, film series, festivals (Lotus and Silk Road Bayram), and other occasional concerts reaching on average 3,000 people annually. Extending its reach beyond south-central Indiana, IAUNRC reaches many more remote audiences through its website, social media, and video conferencing. See 3.A&B. IAUNRC also produces content for free online distribution. In collaboration with partner institutions in Kazan, Tatarstan, IAUNRC finalized production of electronic multimedia books under the general title “Tatar Cultural Heritage,” covering topics including history, religion, education folk traditions, music, dance, architecture, and visual arts. IAUNRC shares news through Facebook and Twitter—promoting exchanges between American users and others from around the world—and publishes podcasts from academic talks presented at IU. IAUNRC also maintains a Radio Liberty collection of broadcasts in languages of the Central Asian republics, dating back to the late 80s. The biannual online newsletter publicizes Center activities and reaches more than 1,600 people nation- and worldwide. The IAUNRC’s website has a searchable database with images of artifacts and materials and a real-time catalog. Working with IU Center for International Business Education and Research, IAUNRC has supported the creation and dissemination of a free multi-lesson online language and cultural instructional module about Hungary for use in business education and by members of the general public. The Center and affiliated faculty also provide rare language resources both to federal agencies and contractors, as well as the general public.

IAUS faculty frequently serve as experts for the national media by responding to queries and giving interviews to such publications as *National Geographic*, *The Boston Globe*, *The New York Times*, *The Washington Post*, *The Atlantic*, and *The Wall Street Journal* in addition to the BBC, History Channel, Discovery Channel, NPR, and local news outlets. They advise government and

public agencies including the World Bank, USAID, the Department of State, CIA, U.S. Broadcasting Board of Governors, and the Schultz National Foreign Affairs Training Center in addition to working with immigration courts and briefing U.S. ambassadors and ambassadors-designate. Because of the nature of political institutions and practices in most of Central Eurasia, many business consumers requiring IAUS expertise are closely linked to government. Faculty continue to serve on national advisory and selection committees such as IREX, SSRC, ACLS, OSI, ACTR/ACCELS, Fulbright-Hays, NCEEER, and NEH; they serve also on the editorial boards of various periodicals, including *Nationalities Papers*, *Mongolian Studies*, *Journal of Baltic Studies*, *Journal of Asian History*, *Islamic Studies Journal*, *Central Asian Survey*, *Journal of Eurasian Politics & Society*, and *Eurasian Studies*.

J. FLAS Awardee Selection Procedure

J.1: Advertisement. Beginning in October each year, in close cooperation with relevant campus units, IAUNRC announces the FLAS fellowship program through: 1) posters around campus; 2) flyers distributed to all IU departments and professional schools; 3) departmental and professional school newsletters, e-mail listservs, and the Center's website; 4) an ad in the Indiana Daily Student; 5) social media; and 6) a campus-wide FLAS information session coordinated with relevant campus units. Summer FLAS opportunities are also advertised in the newsletters of the American Association of Teachers of Slavic and East European Languages and the Association for Slavic, East European and Eurasian Studies, the CESS listserv, and flyers distributed at national meetings. Undergraduate students are apprised of their eligibility by their advisers. In the new cycle, faculty and undergraduate students at partner MSIs will receive multiple announcements about eligibility for summer FLAS fellowships at SLW in response to NRC and FLAS CPP1.

Application Procedures. Applicants complete an online application that requires them to submit general background information, past language training, proposed program of study, and career goals. Students must also submit transcripts and 3 letters of reference, at least one of which addresses the candidate's ability to learn a foreign language. Students must indicate their financial need by submitting a FAFSA form. Students may only apply for FLAS awards at the intermediate and higher levels, but graduate students who are proficient in one or more language relevant to their plan of study may seek special permission to use a FLAS fellowship for an IAU language at the introductory level.

Selection Criteria, Process, and Committee. The process for determining academic-year FLAS awards begins with a review of all applications by the Director to identify the top 50% based on clear merit. Those applications are then distributed to the members of the IAUNRC Interdisciplinary Advisory Board in three randomized batches, with each batch assigned to one of three groups of board members for review and ranking strictly on merit in descending order. The merit determination factors include grade point averages, GRE scores (graduate students only), quality of institution, major field(s) of study, quality of recommendations, quality of statement of purpose, and alignment of professional goals with the purposes of the FLAS program. The Center's AD and the Director compile the rankings and identify the top 20 candidates. In keeping with FLAS CPP1, the next phase of evaluation utilizes FAFSA forms provided by IU Student Financial Services. The rankings are then adjusted to include the financial need factor and to elevate qualifying applicants to higher levels in relationship to those of equal merit. Both undergraduate and graduate FLAS candidates will be prioritized based on financial need. This process modified the final rankings at least twice in the current grant cycle. The same process is followed for handling applications for summer FLAS awards, except that FAFSA is not required and the

number of reviewers involved in the selection process is limited to the Directors of IAUNRC and of SLW, along with a third member from among IAUS faculty.

Timing of Selection Process. The AY and summer FLAS deadline is February 1. The selection process begins in mid-February and continues into mid-March when students are notified of awards and asked to make a decision within 2 weeks, so alternates can be offered awards if necessary. IU complies with the April 15 award acceptance deadline as mandated by the Council of Graduate Schools. Late summer applications are accepted if funding remains available.

Correspondence to Announced Priorities. All IAUNRC FLAS fellowships are awarded for LCTLs and 13 IAUNRC languages are designated as priority languages (FLAS CPP2). IAUNRC awards fellowships for the following priority languages: Azerbaijani, Dari, Kazakh, Kyrgyz, Mongolian, Pashto, Persian, Tajik, Tatar, Tibetan, Turkish, Turkmen, Uyghur, and Uzbek. See Selection Criteria for the process by which financial need (FLAS CPP1) is determined and applied.

K. Competitive Preference Priorities

K.1.a-b: Response to NRC Competitive Preference Priorities 1 and 2. Table 10 lists cross-references to the proposed activities listed in Table 1 by competitive preference priority. Section I contains additional information about outreach activities that will continue in the next grant cycle.

Table 10				
References to Activities Listed in Table 1 that Respond to NRC Competitive Preference Priorities				
NRC Competitive Preference Priority 1			NRC Competitive Preference Priority 2	
1.3.1	2.2.1	2.4.1	1.5.1	1.6.2
1.3.2	2.2.2	2.4.2	1.5.2	1.6.5
1.5.3	2.2.3	2.4.3	1.5.4	1.7.1
1.5.4	2.3.1	2.5.1	1.5.5	3.4.4
2.1.1	2.3.2	2.5.2	1.5.7	
2.1.2	2.3.3	2.5.3	1.5.8	
2.1.3	2.3.4	2.5.4	1.5.9	
2.1.4	2.3.5		1.6.1	

K.2.a-b: For response to FLAS Competitive Preference Priorities 1 and 2 see Section J.1.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

Add Mandatory Other Attachment

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To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment

Delete Optional Other Attachment

View Optional Other Attachment

FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

(www.Grants.gov Part III/Other Attachments Form)

Type of Application (check all that apply)

- ☒ Comprehensive National Resource Center
☐ Undergraduate National Resource Center
☐ Foreign Language and Area Studies Fellowships

Federal Funds Requested

NRC Request

Year 1: 236,634 Year 2: 248,259 Year 3: 244,030 Year 4: 225,268

FLAS Request

Year 1: 391,500 Year 2: 391,500 Year 3: 391,500 Year 4: 391,500

Type of Applicant

- ☒ Single institution Indiana University, Inner Asian and Uralic National Resource Center
☐ Consortium of institutions
 ☐ Lead _____
 ☐ Partner 1 _____
 ☐ Partner 2 _____
 ☐ Partner 3 _____

NRC (Center, Institute, Program) Focus

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

- | | |
|--|---|
| <input type="checkbox"/> AFRICA | <input type="checkbox"/> MIDDLE EAST |
| <input type="checkbox"/> CANADA | <input type="checkbox"/> PACIFIC ISLANDS |
| <input type="checkbox"/> EAST ASIA/PAN ASIA | <input checked="" type="checkbox"/> RUSSIA, EASTERN EUROPE, EURASIA |
| <input type="checkbox"/> EUROPE | <input type="checkbox"/> SOUTH ASIA |
| <input type="checkbox"/> INTERNATIONAL | <input type="checkbox"/> SOUTHEAST ASIA |
| <input type="checkbox"/> LATIN AMERICA and the CARIBBEAN | <input type="checkbox"/> WESTERN EUROPE |

FLAS-eligible Languages: These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Azerbaijani, Dari, Estonian, Finnish, Hungarian, Kazakh, Kurdish, Kyrgyz, Mongolian, Pashto, Persian, Tajik, Tatar, Tibetan, Turkish, Turkmen, Uyghur, Uzbek

ACRONYMS AND ABBREVIATIONS USED IN THIS PROPOSAL	
AD	Assistant Director
AI	Associate Instructor
AP1-2	Absolute Priority
AY	Academic Year
BALSSI	Baltic Studies Summer Institute
CeLCAR	Center for the Languages of the Central Asian Region
CeLT	Center for Language Technology
CEUS	Central Eurasian Studies
CIBER	Center for International Business Education and Research
CC	Community College
CLS	Critical Language Scholarship
COAS	College of Arts and Sciences
ConCALL	Conference on Central Asian Languages and Linguistics
CPP1-2	Competitive Preference Priority
DL	Distance Learning
FLAS	Foreign Language and Area Studies
FTE	Full Time Employment
GA	Graduate Assistant
HBCU	Historically Black Colleges and Universities
IAUNRC	Inner Asian and Uralic National Resource Center
IAU	Inner Asian and Uralic
IAUS	Inner Asian and Uralic Studies
IU	Indiana University
LC	Language Coordinator
LCTL	Less Commonly Taught Language
MSI	Minority Serving Institution
NRC	National Resource Center
OVPIA	Office of the Vice President for International Affairs
SGIS	School of Global and International Studies
SoE	School of Education
SPEA	School of Political and Environmental Affairs
SRIFIAS	Sinor Research Institute for Inner Asian Studies
SLW	Summer Language Workshop
T6	Title VI
TLF	Turkish Language Flagship
Y1-4	Year of Title VI Grant Cycle

Diverse Perspectives and Wide Range of Views in Funded Activities

The Inner Asian and Uralic (IAU) region offers a wide range of opportunities for academic study, as it has become a field where only a small group of specialists and interested parties regularly engage in well-informed discourse. The Center has designed several programs that will promote diverse perspectives and encourage discussion about world regions and international affairs, particularly as they relate to the IAU region. The first goal of these programs is to enhance and increase the use of IAU content in K-18 curricula at Indiana institutions and beyond. The Center will continue to fulfill this goal by funding and organizing various initiatives at the university level where information about the IAU region will be disseminated and debated. This includes improving area studies teaching through the Area Studies Advancement Project (ASAP), which will bring together specialists from different area studies departments at IU to advance the teaching of area studies at the university level. This will enable scholars who study any and all regions of the world to discuss the practical and epistemological challenges of teaching and learning in area studies courses. In addition, the Center will sponsor and organize consortiums, workshops, and lectures that bring together specialists, students, and the public to share perspectives about highly critical issues surrounding the study of the IAU region.

During the upcoming cycle, the Center will continue to encourage the inclusion of IAU content in K-18 classrooms, both locally and nationwide. This will encourage debate and broaden the perspective of elementary and secondary educators and students. This will be accomplished by training pre- and in-service K-12 teachers and staff, infusing IAU content into summer programs for high school students, and conducting live and virtual visits to K-12 classrooms. The Center's second goal is to expand knowledge of the IAU region and its languages at Minority Serving Institutions and Community Colleges (MSI/CCs), which will encourage the participation of a much more diverse audience. This will be accomplished by integrating IAU content into MSI/CC curricula and supporting faculty participation in professional meetings, conferences, and workshops.

The initiatives and programs undertaken by the Center will serve to generate debate on regional and international affairs by ensuring that information is readily available to the general public and specialists alike. They will serve to provide new information and, in so doing, inspire those reached by IAUNRC programming to consider the region in a critical way and thus engage in broader ranges of perspectives.

Government Service in Area of National Need and in Other Employment Sectors

The Center recognizes the highly critical national need for specialists on the Inner Asian and Uralic (IAU) region in both the government service and other employment sectors. According to the FY 2017 DoE Consultation with Federal Agencies on Areas of National Need, 13 IAUNRC languages are designated as priority languages. Additionally, most of the IAUNRC's region is also considered an Area of National Need. In recent years, IU's Central Eurasian Studies department (CEUS) has been the only major U.S. institution to provide training in several of these languages, including Azerbaijani, Kurdish, and Turkmen. CEUS is one of the only institutions in the United States that is an independent degree-granting academic unit staffed with its own faculty of specialists.

The IAUNRC meets, and will continue to meet, national needs by training students and professionals in IAU Less Commonly Taught Languages (LCTLs). In addition, the Center will continue to fund and organize pedagogy training for LCTL language instructors and will support the development of LCTL language textbooks, materials, and online resources. Aside from language classes offered throughout the academic year, the Center will continue to support IU's Summer Language Workshop (SLW) which trains professionals and students from a variety of institutions in IAU LCTLs. The Center also seeks to contribute to a more diverse workforce by expanding knowledge of the IAU region and its languages at Minority Serving Institutions and Community Colleges (MSI/CCs). Activities that will accomplish this goal include supporting the development of a Global Workforce Skills Certificate for the Indiana Ivy Tech CC system and supporting the summer instruction of critical languages, including Dari and Pashto, at both MSI/CCs.

Graduates from IU's School of International Studies, which includes the CEUS department, often find employment in government service and other private and public sectors. To help students find placement in these career fields, IAUS offers career advising via course and workshops. IU's Walter Center for Career Achievement offers interested students specialized training, contact, and special events to connect them to government service at all levels. The Center will also continue supporting the IAUS Careers and Professionalization workshop series for students, including one on applying for federal jobs and panels with successful IAUS alumni. Many IU PhDs and a large number of MAs, many of whom subsequently earn PhDs at IU or elsewhere, are employed in higher education and language services. IU IAUS graduates currently hold faculty and librarian positions at 28 major universities in the United States. In addition, numerous IAUS graduates have worked or currently work as program officers, interpreters, translators, and consultants for various government departments or agencies such as the Department of State, USAID, the UN, CIA, CDC, and corporations with business interests in Central Eurasia.

**CURRICULUM VITAE AND POSITON DESCRIPTIONS
FOR AFFILIATED FACULTY, RESEARCHERS AND PROFESSIONAL STAFF**

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Hamburger, Michael	Professor	10%	19

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Alexeev, Michael	Professor	25%	2
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Department of Folklore and Ethnomusicology

Glassie, Henry	Professor Emeritus	50%	16
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Department of Geography

Dunn, Elizabeth	Assistant Professor	5%	12
Zlotin, Roman	Senior Lecturer	50%	50

Department of History

Bucur, Maria	Professor	25%	8
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Kuromiya, Hiroaki	Professor	10%	28
Sahin, Kaya	Assistant Professor	100%	41
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Department of Near Eastern Languages and Cultures

Balim, Cigdem	Senior Lecturer, Director of CSME	100%	4
Walbridge, John	Professor	50%	47

Department of Political Science

Bielasiak, Jacob	Professor	25%	6
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Department of Slavic Languages and Literatures

Kiziria, Dodona	Professor Emeritus	25%	26
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Terry, Herbert	Associate Professor Emeritus	25%	46
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PROFESSIONAL SCHOOLS**School of Business**

Lyles, Marjorie	Professor	25%	31
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School of Education

Mason, Terrence	Professor	25%	32
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School of Journalism

Johnson, Owen V.	Associate Professor Emeritus	25%	21
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School of Law

Fidler, David	Professor	10%	14
Hoffmann, Joseph	Professor, Director of Int'l Programs	25%	20
Waters, Timothy	Associate Professor	25%	48
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School of Library and Information Science/Main Library

Habibulla, Akram	Librarian	100%	19
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Goetze, Mary	Professor Emeritus	25%	16
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Abhyankar, Rajendra M.	Professor	100%	1
Baker, Randall	Professor Emeritus	25%	3
Meretsky, Vicky	Associate Professor	10%	32
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Wise, Lois	Professor, Director WEST	25%	49

Independent Scholars and Project Associates

Abas, Suriati	SGIS	25%	1
Bellville, Jennfier	Evaluation Specialist	10%	5
Brose, Michael	East Asian Studies Center, Director	70%	8
Dimitrieska, Vesna	Global Education Initiatives, Director	5%	11
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Center for Languages of the Central Asian Region

Baer, Dave	Assistant Director	100%	3
Durmaz, Mustafa	Kurmanji Language Developer	100%	12
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Karimov, Sukhrob	ICT Specialist	30%	23
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Suriati Abas

Title/Department: Language and Program Coordinator for Bridges: Children, Languages, World, School of Global and International Studies

Education: MA, Nanyang Technological Univ., 2011; BA, Nanyang Technological Univ., 2007

Academic Experience: 2017-Present, Student Hourly, REEL; 2016, Associate Instructor, Department of Second Language Studies, Indiana University; 2013-16, Associate Instructor, Department of English, Indiana University; 2001-13, Education Officer, Ministry of Education, Singapore

Overseas Experience: Argentina, Australia, New Zealand, Peru, Singapore

Pedagogy Training for Language: Attended workshops conducted by CITL and CLE at IUB

Language Proficiency: English 5, Malay 3, Spanish 3, Chinese 2, Arabic 1, Tamil 1

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 100%

Area International Studies Courses Taught: ENG W131 Reading, Writing and Inquiry I, SLS T101 Academic Literacy Development Level 3

Research/Teaching Specialization: Linguistic landscapes of Buenos Aires, Argentina; multimodality; language learning

Recent Publications (5): Sole author, "Repatriating Argentina's "los desaparecidos" across time and spaces." In *Negotiating place and space through digital literacies*, Information Age Publishing with Damiana, R, Ryan, R, Heather, P, Julie, W Eds., [In press]; 2018, Co-author with Damico, J, "The Language of activism: Representations of social justice in a university space in Argentina." In *Case Studies of Social Justice*, Routledge with Avineri, N; Graham, LR; Johnson, E; Riner, R; Rosa, J Eds.; 2018, Co-author with Damico, J, "Teaching in Linguistically Diverse Classrooms." In *Comprehensive Multicultural Education: Theory and Practice*, 9th ed., Pearson with Bennett, CI Ed.

Rajendra M. Abhyankar

Title/Department: Professor of Practice of Diplomacy and Public Affairs, School of Public and Environmental Affairs; (non-tenure track)

Education: Doctoral Candidate, Univ. of Pune; MA, Univ. of Delhi, 1966; BA, Univ. of Delhi, 1964

Academic Experience: 2014-Present, Professor of Practice, School of Public and Environmental Affairs; 2005-11, Director, India Programs/Advisor, The Asia Foundation, San Francisco; 2006-09, President, Hinduja Foundation; 2005-09, Director, Centre for West Asian Studies, Jamia Millia Islamia Central University; 1987-2005, Ambassador of India, Government of India, Ministry of External Affairs

Overseas Experience: Indian diplomatic missions in US, Europe, Middle East and South Asia with served posts in Baghdad, Damascus, Ankara, Baku and Nicosia

Language Proficiency: Hindi 5, Marathi 5, French 4, English 4, Italian 3, Arabic 2, Turkish 2, Greek 2

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 100%

Area International Studies Courses Taught: The Art of Diplomacy; Capstone Course for Graduate Students; The Practice of Diplomacy

Research/Teaching Specialization: International relations and diplomacy, its practice and multiple dimensions

Recent Publications (4): 2015, Sole author, "Afghanistan after the 2014 U.S. Drawdown: The Transformation of India's Policy." *Asian Survey*, 55(2); 2014, Co-author with Paranjpe, S, "Sri Lanka-India: Future Imperfect." GB Books; 2013, Sole author, "The Crossing." iUniverse;

Dissertations and/or Theses Supervised over Past Five Years: 0

Distinctions: Indian diplomatic service spanning 37 years: Ambassador to Syria, Turkey, Azerbaijan, Belgium, European Union, Luxembourg and European Union; Secretary, Ministry of External Affairs, Government of India; Director and Professor, Centre for West Asian Studies, Jamia Millia Islamia

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

Rahman Arman

Title/Department: Associate Professor, Afghan Languages Materials Developer, Center for Languages of the Central Asian Region

Education: MD, Herat Univ. Medical Faculty School of Medicine, 2005; BS, Herat Univ. Medical Faculty School of Medicine, 1997

Academic Experience: 2009 – Present, Senior Lecturer, Indiana Univ.; 2012-Present, Language Tester, United States Department of Justice; 2010-Present, Language Tester, American Council on the Teaching of Foreign Languages/Interagency Language Roundtable; 2014 – 2016, Language Instructor, Univ. of Wisconsin-Madison; 2015, Lecturer, Indiana Univ.; 2010 – 2013, Language Instructor, Indiana Univ.; 2007-2011, Translator, Academy for Educational Development (AED)

Overseas Experience: Afghanistan

Language Proficiency: Dari 5, Pashto 5, English 4

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 100%

Area International Studies Courses Taught: Intro Pashto; Intermediate Pashto; Advanced Pashto; Intro Dari, Intermediate Dari; Advanced Dari

Recent Publications: 2015, *Dari: An Intermediate Textbook*, Georgetown Univ. Press; 2011, *Dari: An Introductory Textbook*, Georgetown Univ. Press; 2015, translator of *Alice's Adventures in Wonderland* both in Dari and Pashto, Everytype; 2009, Dari Script Tutorial Workbook and CD, CeLCAR; 2009, Pashto Script Tutorial Workbook and CD, CeLCAR; 2008, *Pashto: Afghan Languages & Cultures Military Textbook*, CeLCAR; 2008, *Dari: Afghan Languages & Cultures Military Textbook*, CeLCAR

Dissertations and/or Theses Supervised over Past Five Years: 0

Michael V. Alexeev

Title/Department: Professor of Economics, Department of Economics; (tenured)

Education: PhD, Duke Univ., 1984; MA, Moscow State Univ., 1975; BA, Moscow State Univ., 1970

Academic Experience: 1999-Present, Professor of Economics, Indiana University; 1992-1999, Associate Professor of Economics, Indiana University; 1996-1997, Senior Economist, Tax Reform Project, Harvard Institute for International Development, Moscow Office

Overseas Experience: Born, educated, and resided in Russia until 1977; visited Russia for a year in 1996-97 and regularly goes to Russia and Ukraine on short-term visits

Language Proficiency: Russian 5, English 4, Ukrainian 1

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 25%

Area International Studies Courses Taught: E386/E501 Soviet-Type Economies in Transition; E698 Comparative Economics and Economies in Transition

Research/Teaching Specialization: Informal economic activities and reforms in the former Soviet Union; tax policy; corruption; economics of natural resources

Recent Publications (5): 2017, Co-author with Conrad, R, "Income equivalence and a proposed resource rent charge." *Energy Economics* 66; 2015, Co-author with Chernyavskiy, A, "Taxation of natural resources and economic growth in Russia's regions." *Economic Systems* 39(2); 2015, Co-author with Chih, Y-Y, "Social network structure and status competition." *Canadian Journal of Economics* 48(1)

Dissertations and/or Theses Supervised over Past Five Years: 0

Distinctions: Member of the editorial board of Economic Change and Restructuring (formerly, Economics of Planning); Member of the International Advisory Board and Research Advisor to the Economics Education and Research Consortium; Member of the Expert Council of the Laboratory for International and Regional Economics, Ural Federal Yeltzin University, Russia

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

Dave Baer

Title/Department: Assistant Director, Center for Languages of the Central Asian Region

Education: MBA, Brigham Young University, 1983; BA, Brigham Young University, 1981

Academic Experience: 2007-Present, Assistant Director, Center for Languages of the Central Asian Region (CeLCAR), Indiana University

Overseas Experience: Travel in China, Thailand, Russia, Finland, Argentina, Israel/Palestine, Mexico, England, France, Italy, Austria, Germany, Colombia, and Peru

Language Proficiency: English 5, Spanish 4, Arabic 2, Japanese 2, Kazakh 2, Mandarin Chinese 2, Pashto 2, Persian 2, Russian 2, Turkish 2, Turkmen 2

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 100%

Area International Studies Courses Taught: None

Research/Teaching Specialization: Language development of Turkic and Iranian languages, specifically methods to develop skills in multiple languages

Distinctions: Volunteer Coordinator, Tulsa Citizen Corps, Community Service Council of Greater Tulsa, Oklahoma. Directed the Language/Culture Bank and Tulsa Human Response Coalition, trained cadre of volunteers for disaster preparedness, public health and safety, and language translation, established coordinated effort among local public safety, religious and multicultural organizations to respond as a unit to backlash violence that can surface in the form of hate crimes with global overtones. Instructor; also, Responder on Disaster Action Team, American Red Cross, Tulsa Oklahoma.

Randall Baker

Title/Department: Professor Emeritus, School of Public and Environmental Affairs; (tenured)

Education: Honorary Doctor of Law, New Bulgarian Univ., 1997; PhD, Univ. of London, 1969; MA, Univ. of East Africa, 1966; BSc, Univ. of Wales, 1965

Academic Experience: 2014-Present, Professor Emeritus, IU; 1985-2014, Professor, IU

Overseas Experience: Muskie Fellowship Selection Panel 1995, Central Asia; local director for UMID, Bolashak (Kazakhstan), the Soros Mongolia Program, undergrad and grad programs in Public Admin. in Bulgaria and Azerbaijan; US State Dept. Linkage Program Western U., Baku

Language Proficiency: French 3

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 25%

Area International Studies Courses Taught: V575 Comparative Public Management and Administration; V550 World in 2010: Strategy and Scenarios; V160 International Public Affairs

Research/Teaching Specialization: The role of the civil service in the transition to democracy (former USSR and Eastern Europe); the development of appropriate models for the degree of MPA in post-Soviet structures

Recent Publications: 2012, Co-author with Mallion, R, "Moresnet: the Curious Complexities of a Neutral Zone." *Paradigma*; 2012, Sole author, "TPU: Murder and Mayhem in Hire Education. (a novel)" *Paradigma*; 2011, Co-author with Karaagac, J "Why America Isn't Europe: A Short Guide." *Paradigma*; 2010, Sole author, "Environment: Science, Policy and Value." *Paradigma*; 2010, Sole author, "Bulgariana." Celia Soft and Publishing

Dissertations and/or Theses Supervised over Past Five Years: 0

Distinctions: Director of International Programs, School of Public and Environmental Affairs, IU; John W. Ryan Award, IU (2008); Distinguished Professor, New Bulgarian University, Sofia, Bulgaria; Two-time Fulbright Senior Scholar, Bulgaria; Distinguished Service Award, NIDA, Bangkok, Thailand (1999)

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

Çigdem Balim

Title/Department: Distinguished Senior Scholar, Near Eastern Languages and Cultures, Indiana University

Education: PhD, Univ. of Washington, 1978; Diploma in Education, Hacettepe Univ., 1974; BA/MA, Hacettepe Univ., 1974

Academic Experience: 2005-Present, Senior Lecturer of Near Eastern Languages and Cultures, Indiana Univ.; 1996-Present, Senior Examiner, Turkish Literature A1. for the International Baccalaureate Org.; 2004-05, Director, Ctr. for the Languages of the Central Asian Region (CeLCAR), Indiana Univ.; 2004-05, Chair of Middle Eastern Studies, Univ. of Manchester; 1996-2000, Subject Assessor for Oriental and African Studies, Higher Education Funding Council (HEFC)

Overseas Experience: Work: Germany, Italy, France, UK; Academic: Denmark, Holland; Central Asian countries (1991 on for research); Turkey (annual for research and personal visits); Ukraine (research)

Language Proficiency: Turkish 4, English 4, German 2, Azeri 3, Uzbek 2, Turkmen 2, Kirghiz 2, Kazak 2, Russian 1, Persian 1, Arabic 1

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 100%

Area International Studies Courses Taught: Language and Society in the Middle East; Transnational Muslim Communities in America and Europe; Teaching Less Commonly Taught Languages; Contemporary Literature of the Middle East

Research/Teaching Specialization: Meskhetian Turk immigrants in the US; descriptive grammars of the Turkic languages of the world (spread over Europe, Balkans, Middle East, Central Asia and the Caucasus); Transnationalism; Language teacher training

Recent Publications (4): 2012, Co-editor, "Bağımsızlıklarının 20. yılında Orta Asya Cumhuriyetleri ve Türk Dilli Halkları ve Türkiye ile ilişkiler." *Atatürk Kültür Kurumu*, with Aydıngün, A Ed.; 2013, Sole author, "Özbekistan." In *Yeni Türkiye, Türk Dünyası II*; 2012, Co-author, Co-editor with Aydıngün, A "Giriş." In *Bağımsızlıkların 20. Yılında Orta Asya Cumhuriyetleri ve Türk Dilli Halkları ve Türkiye ile ilişkiler*, Atatürk Kültür Merkezi with Aydıngün, A Ed.

Dissertations and/or Theses Supervised over Past Five Years: 6

Distinctions: None

Ilhan Basgöz

Title/Department: Professor Emeritus of Central Eurasian Studies and Near Eastern Languages and Cultures, Departments of Central Eurasian Studies and Near Eastern Languages and Cultures; Fellow of the Folklore Institute, Department of the Folklore and Ethnomusicology; (tenured)

Education: PhD, Univ. of Ankara, 1949; BA, Univ. of Ankara, 1944

Academic Experience: 1965-Present, Professor Emeritus, Indiana University

Overseas Experience: Born and educated in Turkey; folklore research in Turkey, 1976, 1979, 1980; folklore research in the Former Soviet Union, 1978

Language Proficiency: Turkish 5, French 2, Persian 1

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 100%

Area International Studies Courses Taught: None

Research/Teaching Specialization: Oral literature; Epics; Romances; Asia; Near East; Turkey; Central Asian and Turkish folklore

Recent Publications: 1998, Co-author with Boratov, PN, "I, Hoca Nasreddin, Never Shall I Die: A Thematic Analysis of Hoca Stories." Vol 18, Indiana University Turkish studies; 1998, Sole author, "Turkish Folklore and Oral Literature: Selected Essays of Ilhan Basgoz." Indiana University Press with Silay, K Ed.; 2008, Sole author, "Hikâye: Hikaye: Turkish Folk Romance as Performance Art." Indiana University Press; 1997, Sole author, "Turkish Folklore Reader." Taylor & Francis Group; 2013, Sole author, "Türkü." Pan Yayıncılık

Dissertations and/or Theses Supervised over Past Five Years: 0

Distinctions: Founder of the Turkish Studies Program at Indiana University

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

Christopher I. Beckwith

Title/Department: Distinguished Professor, Department of Central Eurasian Studies; (tenured)

Education: PhD, Indiana Univ., 1977; MA, Indiana Univ., 1974; BA, Ohio State Univ., 1968

Academic Experience: 2017-Present, Distinguished Professor of Central Eurasian Studies, Indiana Univ.; 1994-2017, Professor of Central Eurasian Studies, Indiana Univ.; 2011-12, Research Fellow, Ruhr-Universität Bochum; 2009, Fulbright-University of Vienna Distinguished Chair in Humanities and Cultural Studies, Universität Wien; 1987-84, Associate Professor of Central Eurasian Studies, Indiana Univ.

Overseas Experience: Taiwan (about 3 years)-teaching and research; Japan (3 years +)-research; Germany (1.5 years)-research; Austria (5 months)-teaching; Afghanistan (3 months)-research; Spain (3 months)-research; India (2 months)-research; France (1 month)-lecturing

Pedagogy Training for Language: Convener of workshop on competency-based teaching and testing of Tibetan, Indiana University, 1991; attendance at competency-based workshops on French and Uzbek

Language Proficiency: Mandarin 4, Japanese 2, French 2, Russian 2, German 2, Tibetan 2, Arabic 1, Persian 1, Spanish 1, Finnish 1, Old Turkic 1, Turkish 1, Uzbek 1

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 100%

Area International Studies Courses Taught: R191 Introduction to Central Eurasia; T673 Old Tibetan; R699 Central Eurasian Languages; T598 Tokharian; R290 Introduction to Central Asia, Mongolia, and Tibet; T399/T599 Early Chinese Ethnography of Central Eurasia; R329/R529 Buddhism in Central Asia

Research/Teaching Specialization: History of early Central Eurasia and East Asia; Historical linguistics (primarily Chinese, Tibetan, Tokharian); Mandarin structure; Typological linguistics; the Axial Age

Recent Publications (5): 2015, Sole author, "Greek Buddha: Pyrrho's Encounter with Early Buddhism in Central Asia." Princeton University Press; 2016, Sole author, "The Earliest Chinese Words for 'the Chinese': The Phonology, Meaning, and Origin of the Epithet *harya* ~ *ārya* in East Asia." *Journal Asiatique* 304(2)

Dissertations and/or Theses Supervised over Past Five Years: 4

Distinctions: AKS, World Distinguished Scholar series lecturer; Seoul, 2013; 2009 first-prize PROSE Award of the Assoc. of American Publishers for best book for "Empires of the Silk Road."; Numata Distinguished Guest Speaker Series Lecturer, Oxford University, 2008; Guggenheim Fellowship 2004

Jennifer Bellville

Title/Department: Evaluation Specialist, Thomas P. Miller & Associates (TPMA)

Education: MPA, School of Public & Environmental Affairs at Indiana Univ., 2012; BA, Univ. of Wisconsin - Madison, 2009

Academic Experience: 2017-Present, Evaluation Specialist, TPMA; 2015-17, Assistant Director, TPMA; 2014-15, Senior Project Consultant, TPMA; 2012-14, Project Consultant, TPMA; 2010-11, Ryan Fellow, The Indy Partnership

Overseas Experience: Kenya, South Sudan, Uganda, China, India, Indonesia, Tibet, Guatemala, France, Germany, The Netherlands, Switzerland, Canada, Mexico

Language Proficiency: English 5

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 10%

Area International Studies Courses Taught: None

Research/Teaching Specialization: Design and implementation of qualitative & mixed-methods evaluations; Developing research questions, methodology frameworks, logic models & program diagrams, data visualization, accessible reports, & feedback-loops

Recent Publications (4): 2016, Co-author with Barrett, D; Dickinson, S; Dunn, N; Jiao, Y; Naylor, B; Waterson, T, "Steps Up to STEM Workforce Innovation Fund Final Evaluation Report." Consult. Thomas P. Miller and Associates; 2016, Co-author with Beers, S; Jenner, E; Lass, K; Leger, R; Maddox, D; Naylor, B; Sherrill, B; Schoeph, K, "VU Logistics Training & Education Center USDOL Final Evaluation Report." Consult. Thomas P. Miller and Associates

Distinctions: Indiana Evaluation Association, Vice President of the Board & Program Committee Chair; American Evaluation Association; EvaluATE NSF ATE Evaluation Fellow; John W. Ryan Fellow; Led, managed, or advised on over 10 multi-year evaluations for programs across the nation funded by federal or foundation grants ranging from \$.9 million to \$25 million

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

Jacob (Jack) Bielasiak

Title/Department: Professor, Political Science and Russian East European Institute (REEI); (tenured)

Education: PhD, Cornell Univ., 1975; MA, Cornell Univ., 1972; BA, Brooklyn College, 1969

Academic Experience: 1992-Present, Professor, Political Science and REEI, IU; 2002-Present, Adjunct Professor, Jewish Studies Program, IU; 1986-91, Director, Polish Studies Ctr., IU; 1982-92, Assoc. Professor, Political Science and REEI, IU; 1989-90, Visiting Professor, Inst. of Political Sociology and Assoc. Director, American Studies Ctr., Warsaw Univ.

Overseas Experience: Distinguished Fulbright, Warsaw, 2004; Warsaw University, 1989-90; IREX for research in Poland, 1984

Language Proficiency: Polish 5, French 4, Russian 3, Yiddish 3, German 1, Czech 1, Bulgarian 1, Romanian 1

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 25%

Area International Studies Courses Taught: Y340 East European Politics; Y352 Holocaust and Politics; Y396 Political Democratization; Y557 Comparative Politics: Approaches and Issues; Y657 Transitions to Democracy; Y657 Post-Communist Politics, Y657 Electoral and Party Systems

Research/Teaching Specialization: East European and post-Soviet politics and party systems; public opinion on European integration in East Europe and FSU

Recent Publications (4): 2013, Co-author with Hulse, JW, "Party Systems Determinants of Electoral Reform in Post-communist States." *Communist and Post-Communist Studies* 46(1); 2011, Sole author, "The Afterlife of Solidarity: Political Contestations in Post-1989 Poland." *Hungarian Studies* 25(2)

Dissertations and/or Theses Supervised over Past Five Years: 0

Distinctions: IU Trustees' Teaching Award, 2002, 2012; Division Chair, American Political Science Association, 2007-08; Distinguished Fulbright Chair, Warsaw Univ., Ctr. for East European Studies, 2004

Noor O'Neill Borbieva

Title/Department: Associate Professor of Sociology and Anthropology, Indiana University-Purdue University Fort Wayne; (tenured)

Education: PhD, Harvard Univ., 2007; BA, Princeton Univ., 1996

Academic Experience: 2015-Present, Associate Professor of Anthropology, Indiana University-Purdue University Fort Wayne; 2009-2015, Assistant Professor of Anthropology, Indiana University-Purdue University Fort Wayne

Overseas Experience: Research in Kyrgyzstan and Uzbekistan

Language Proficiency: English 5, Kyrgyz 3, Uzbek 3, German 3, Spanish 2, Russian 2, Arabic 1

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 50%

Area International Studies Courses Taught: Peoples and Cultures of Central Asia (ANTH E398)

Research/Teaching Specialization: Religious change, development, gender roles. Current book manuscript: Being Foreign, Being Local: Culture, Identity, and Hierarchy in the Kyrgyz Republic

Recent Publications (5): 2017, Sole author, "The ascendance of orthodoxy: Nation building and religious pluralism in Central Asia." In *Islam, Society, and Politics in Central Asia*, University of Pittsburgh Press with Jones, P Ed.; 2017, Co-author with Kamp, M, "Veiling and unveiling in Central Asia: Beliefs and practices, tradition and modernity." In *The Routledge International Handbook to Veils and Veiling Practices*, Routledge Taylor & Francis Group with Almila, A-M; Inglis, D Eds.

Dissertations and/or Theses Supervised over Past Five Years: 0

Distinctions: None

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

Laszlo Mari Borhi

Title/Department: Associate Professor, Central Eurasian Studies; Peter A. Kadas Chair; (tenured)

Education: PhD, Hungarian Academy of Science, 2012; MA, Indiana Univ., 1991; BA, ELTE University Budapest., 1986

Academic Experience: 27 years post-secondary teaching.

Overseas Experience: Educated in Hungary; Courses taught at ELTE University Budapest, University of Pecs, Hungary, University of Innsbruck [in framework of UNO overseas study program]

Language Proficiency: Hungarian 5, French 2, Russian 1, German 1, Italian 1

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 100%

Area International Studies Courses Taught (8): Contemporary Central Europe, War and Peace in East Central Europe, Europe between Hitler and Stalin, 1933-1953, Cold War History 1945-1991, Dark Decade: Hungary between Hitler and Stalin, 1938-1948, Hungary 1890-1945 (graduate/undergraduate), Hungary 1945 to the Present, History of Eastern Europe in the 19th and 20th century

Recent Publications (9): 2016. *Dealing with Dictators: The United States, Hungary and East Central Europe, 1942-1989*. Indiana University Press; 2014. "Interpreting and Dealing with the Ukraine Crisis: Implications and Lessons from History," Brookings Institution; 2014. "Hungary's Role in the Soviet Bloc" In: *Imposing, Maintaining and Tearing Down the Soviet Bloc – The Cold War and East-Central Europe* Edited by Mark Kramer and Vít Smetana (Lexington Books), pp. 87-98; 2013. "The Soviet Union, the United States and Eastern Europe, 1941-1953" In: Antonio S. Thompson, Christos G. Frentzos eds., *The Routledge Handbook of American Military and Diplomatic History, 1865 to Present*. Routledge. 77-88; 2013. "The International Context of Hungarian Transition, 1989" In: Kevin McDermott, Matthew Stibbe eds., *The 1989 Revolutions in Eastern Europe – From Communism to Pluralism*. Manchester University Press, 113-135)

Dissertations and/or Theses Supervised over Past Five Years: 2

Distinctions: Ferenc Pataki Prize of the Hungarian Academy of Sciences; Zoltan Bezerdj Prize, Hungarian Ministry of Culture; Gold Cross of Merit, Republic of Hungary; György Ránki Prize, Hungarian Historical Society

Gardner Bovington

Title/Department: Associate Professor, Departments of Central Eurasian Studies and East Asian Languages and Cultures; (tenured)

Education: PhD, Cornell Univ., 2002; MA, Cornell Univ., 1995; AB, Princeton Univ., 1988

Academic Experience: 2013-Present, Associate Professor of International Studies, Indiana Univ.; 2010-Present, Associate Professor of Central Eurasian Studies, Indiana Univ.; 2015, Director of Graduate Studies, Indiana Univ.; 2003-10, Assistant Professor of Central Eurasian Studies, Indiana Univ.

Overseas Experience: Visits to Xinjiang Uyghur Region (China), Taiwan, Kyrgyzstan, Kazakhstan

Language Proficiency: Mandarin 4, Uyghur 4, Japanese 3, Russian 3, Nepali 2, Latin 1, Kazakh 2

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 100%

Area International Studies Courses Taught: The Rise of the Global City; Teaching Area Studies; Human Rights in World Politics; The Politics of Modern Central Eurasia; Oil Islam and Geopolitics; Social Theory for Central Eurasianists; Theorizing Central Eurasia: The Problem of Nationalism; Identity Politics in China and Inner Asia

Research/Teaching Specialization: Politics in contemporary Xinjiang; History of modern Xinjiang; Historiography in China; Nationalism and ethnic conflict

Recent Publications (5): 2015, Sole author, "Conclusions." In *Language, Education and Uyghur Identity in Urban Xinjiang*, Routledge with Finley, JS; Zang, X Eds.; 2014, "Hu Wants Something New: Discourse and the Deep Structure of Minzu Policies in China." In *Social difference and Constitutionalism in Pan-Asia*, Cambridge University Press with Williams, SH Ed.

Dissertations and/or Theses Supervised over Past Five Years: 45

Distinctions: IAUNRC course development grant, 2016; Trustee's Faculty Teaching Award, IU, 2005; IREX Asian Regional Policy Symposium Grant, 2005; Distinguished Teaching Award, Cornell U. 2000 Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

Michael C. Brose

Title/Department: Director, East Asian Studies Center; Director, Pan Asia Institute; (non-tenure track)

Education: PhD, Univ. of Pennsylvania, 2000; MA, Univ. of Washington, 1991; MSc, Univ. of British Columbia, 1985; BS, Seattle Pacific Univ., 1978

Academic Experience: 2017-Present, Director, East Asian Studies Center, Pan Asia Institute, Indiana Univ.; 2006-2017, Assoc. Professor, Univ. of Wyoming; 2000-2006, Asst. Professor, Univ. of Wyoming

Overseas Experience: Archival and field research in Yunnan, PR China (annually since 2001), study abroad course instructor, Kobe, Japan (1 month, 2007), graduate History exchange student, Taipei, Taiwan (1991-92)

Language Proficiency: Modern Standard Chinese 4, Literary Chinese 4, Modern Standard Japanese 2, Modern German 3

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 70%

Area International Studies Courses Taught: Mongol Empire; Chinese History introductory survey; Japanese History introductory survey; Cold War in East Asia; Comparative Frontiers; Nationalism in East Asia; Historical Methods; Asia Through American Eyes; Modern Silk Roads

Research/Teaching Specialization: Late-imperial Chinese History; Modern Chinese History; Ethnicity in China; Islam in China; Chinese Borderlands and Frontier Studies; China-Central Asian Relations; Digital Methods for Historical Studies

Recent Publications (5): 2017, Sole author, "Permitted and Pure: Packaged Halal Snack Food from Southwest China." *International Journal of Food Design* 2(2); 2017, Sole author, "Qipchak Networks of Power in Mongol China." In *How Mongolia Matters: War, Law, and Society*, Brill with Rossabi, M Ed.

Distinctions: Finalist, Franklin Fellow, US Department of State; Kluge Scholar, Library of Congress

Maria Bucur

Title/Department: Professor, John W. Hill Chair in East European History; (tenured)

Education: PhD, Univ. of Illinois, 1996; MA, Univ. of Illinois, 1993; BSFS, Georgetown Univ., 1991

Academic Experience: 2010-Present, Professor, John W. Hill Chair in East European History, Indiana Univ.; 2016-Present, Professor of Gender Studies, Indiana Univ.; 2011-14, Assoc. Dean for Intl. Programs and the School of Global and Intl. Studies, Indiana Univ.; 2009-11, Director, Russian and East European Inst., Indiana Univ.

Overseas Experience: Research in Romania, Poland, Bulgaria, Hungary, Czech Republic, Germany, Belgium

Language Proficiency: Romanian 5, French 4, German 2, Russian 2, Hungarian 2, Italian 2

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 25%

Area International Studies Courses Taught: H645/C701 Opposition and Survival under Communism; H745/C701 Gender and Modernity; H661 Global Feminisms

Research/Teaching Specialization: Gender and citizenship under communism and post-communism; Gender and modernism in Europe

Recent Publications (5): 2017, Sole author, "Gendering Modernism: A Historical Reappraisal of the Canon." *Bloomsbury Academic*; 2018, Co-author with Kidner, FL; Mathisen, R; McKee, S; Weeks, TR, "The Global West: Connections & Identities." Vol 2, 3rd ed., Cengage Learning

Dissertations and/or Theses Supervised over Past Five Years: 23

Distinctions: NEH Research Grant (2009); IU Trustees Teaching Award (2006); Multidisciplinary Development Grant, IU (2004); IU Outstanding Junior Faculty Award (2002)

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

Jamsheed K. Choksy**Title/Department:** Distinguished Professor of Central Eurasian Studies and History; (tenured)**Education:** PhD, Harvard Univ., 1991; BA, Columbia Univ., 1985**Academic Experience:** 1993-Present, Distinguished Professor, Indiana Univ.; 1991-1993, Visiting Assistant Professor, Stanford Univ.**Overseas Experience:** Canada, Britain, Egypt, Israel and West Bank, Jordan, UAE, Qatar, Oman, Kuwait, Iran, Pakistan, India, Sri Lanka, Thailand, Singapore, South Korea, PRChina, Kyrgyzstan**Language Proficiency:** Persian 5, Arabic 3, French 3, German 3, Old Persian 3, Avestan 3, Bactrian 3, Sogdian 3, Greek 1, Latin 1, Sanskrit 1**Percentage of Time Dedicated to Inner Asian and Uralic Studies:** 40%**Area International Studies Courses Taught:** Prophets, Poets, and Kings: Iranian Civilization; State and Faith in Iranian Societies; History of Iran to the Twentieth Century; Gender, Religion, and History: Images of Women in Christian, Jewish, Muslim, and Zoroastrian Cultures; Introduction to the Ancient Near East**Research/Teaching Specialization:** Iranian and Persian Studies; Middle Eastern Studies; Indian Subcontinental Studies; Zoroastrianism; Islam; and Manicheism**Recent Publications (4):** 2017, Sole author, "The Zoroastrian Creation Myth: Clues to Its Antiquity." In *Holy Wealth: Accounting for This World and the Next in Religious Belief and Practice*, Iranica Series Book 24, Otto Harrassowitz, with Hintze, A; Williams, A Eds.; 2016, Sole author, "Friendship in the Pahlavi Books." In *The Zoroastrian Flame: Exploring Religion, History, and Tradition*, I.B. Tauris & Co. Ltd with Williams, A; Stewart, S; Hintze, A Eds.**Dissertations and/or Theses Supervised over Past Five Years:** 14**Distinctions:** Elected Fellow - American Numismatic Soc., N.Y.C. (2009), Explorers Club, N.Y.C. (2000); Royal Asiatic Soc. of Great Britain and Ireland, London (1994); U.S.A. Nat. Council on the Humanities, overseeing the National Endowment for the Humanities, nominated by the President of the U.S.A. and confirmed by the U.S. Senate, bearing the life designation of "The Honorable" (2008–)**Dionne Cross Francis****Title/Department:** Director, Center for P-16 Research and Collaboration; Associate Professor, Mathematics Education; (tenured)**Education:** PhD, Univ. of Georgia, 2007; MA, Wake Forest Univ., 2004; Diploma, Univ. of the West Indies, 2000; BA, Univ. of the West Indies, 1997**Academic Experience:** 2013-Present, Director of the Center for P-16 Research and Collaboration, IU; 2013, Associate Professor, IU; 2007-13, Assistant Professor, IU; 2006-2007, Associate Instructor, Univ. of Georgia; 2005-2007, Lead Graduate Research Assistant, Univ. of Georgia**Overseas Experience:** Pedagogical training in Jamaica (2017, 2011, 4 weeks), Pedagogical training in South Sudan (2014, 1 week), Data collection in Jamaica (2011; 3 weeks), University collaboration in Jamaica (2017, 1 week), Research collaboration in Poland (2018, 1 week)**Language Proficiency:** English 5**Percentage of Time Dedicated to Inner Asian and Uralic Studies:** 25%**Area International Studies Courses Taught:** None**Research/Teaching Specialization:** Examining the cognitive and psychological factors that motivate teachers' behavior; Mathematics education; STEM education**Recent Publications (4):** Co-author with Lee, M, "Investigating the relationship among elementary teachers' perceptions of the use of students' thinking, their professional noticing skills, and their teaching practices." *Journal of Mathematical Behavior* [In press]; 2017, Co-author with Eker, A; Lloyd, K; Lui, J; Alhaayan, A, "Exploring the relationship between teachers' noticing, mathematical knowledge for teaching, emotions and efficacy." In *Proceedings of the 39th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*, Hoosier Association of Mathematics Teacher Educators with Galindo, E; Newton, J Eds.**Dissertations and/or Theses Supervised over Past Five Years:** 3**Distinctions:** University of Georgia School of Education Young Alumni Award (2016); K-12 Promotion of Education Award from the Women of Color STEM Conference (2014); American Psychological Association, Division 15 Early Career Award (2009)

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

Sibel A. Crum

Title/Department: Lecturer, Department of Central Eurasian Studies; (non-tenure track)

Education: PhD, Indiana Univ., 2006; MA, Hacettepe Univ., 2001

Academic Experience: 2012-Present, Lecturer, Indiana Univ.; 2017, Critical Language Scholarship Campus Advisor, Indiana Univ.; 2016-2017, Advisor of Turkish Flagship Program, Indiana Univ.

Overseas Experience: 2010-12 work in Ankara, Turkey; 2011 Work in Augsburg, Germany; 2010 Poland

Pedagogy Training for Language: ACTFL Turkish Oral Proficiency Interview (OPI) Rater

Language Proficiency: Turkish 5, German 1

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 100%

Area International Studies Courses Taught: Contemporary Turkey; Intro. Turkish (T181/581-182/582); Intermediate Turkish (T281/681-282/682); Advanced Turkish (T381/781-382/782); Intro. to Turkish Culture (R389/589)

Research/Teaching Specialization: Online language teaching; motivational profiles of LCTL learners, language learning strategies; quantitative and qualitative research in language education

Recent Publications (4): 2012, Co-author with Onursal, A; Unal, CB, "Effects of gender and university major on preparatory school students' use of foreign language learning strategies." *Journal of Education* 42; 2011, Co-author with Unal, CB; Onursal, A, "The use of foreign language learning strategies by university students learning English, German and French." *Journal of Education* 41

Distinctions: Leo and Jay Fay Fellowship Fund for Academic Recognition, School of Education, Indiana University, Bloomington, IN.

Shahyar Daneshgar

Title/Department: Senior Lecturer of Persian, Department of Central Eurasian Studies; Director, Silk Road Ensemble; (non-tenure track)

Education: PhD, Indiana Univ., 1995; MA, Indiana Univ., 1987; BA, Indiana Univ., 1982

Academic Experience: 2004-Present, Senior Lecturer, Central Eurasian Studies, Indiana University

Overseas Experience: Born in Tehran, Iran; Studied in Germany, Bremen 1974-78; Research in Turkmenistan and Uzbekistan, 1992, and Azerbaijan, 1998

Pedagogy Training for Language: Professional teacher of languages for 35 years - Selected workshops: STARTALK, Modern language, ACTFL & ILR

Language Proficiency: Azerbaijani 5, Farsi 5, Turkish 4, German 4, Uzbek 4, Turkmen 3, Russian 2, Arabic 2

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 100%

Area International Studies Courses Taught: U320/U520 Introductory Azerbaijani; U600 Advanced Reading Azerbaijani; U177/270/520 Introductory and Intermediate Persian I & II; Advanced Language Studies in Persian; Music of the Silk Road People

Research/Teaching Specialization: Iranian/Persian and Turkic linguistic and cultural contacts; Middle Eastern/Central Eurasian comparative folklore and ethnomusicology; Ethnic and nationality issues of the Middle East and Central Eurasia

Recent Publications: 2004, Co-author with Burdick, D; Wolkse, J, "The Iranian House of Strength." *Journal of Asian Martial Arts* 13(1); 2002, Sole author, Producer, "Musical Culture of Azerbaijanis accompanied by original texts and translations in Mamedov Family Ensemble of Azerbaijan: 2 CD Set." Indiana University & Azerbaijani American Cultural and Educational Foundation; 1999, Translator, Nasibli, N "Perspectives of the Caspian Littoral States." In *Oil and Geopolitics in the Caspian Sea Region*, Praeger with Croissant, MP; Aras, B Eds.

Distinctions: A List of Resources for the music and art teachers' participants of Teaching and Exploring Multiculturalism, sponsored by the Indiana Department of Education, 2004. Founded Silk Road Ensemble in 1997 to showcase the traditional instruments and rich cultural heritage of the Silk Road regions, including Azerbaijan, Turkey, Iran, Afghanistan, Russia, the Arab world, India, Central Asia, and Spain. The Ensemble performs at universities, schools, concert halls, and festivals around North America.

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

Devin DeWeese

Title/Department: Professor, Central Eurasian Studies; Adjunct Professor, Near Eastern Languages and Cultures; (tenured)

Education: PhD, Indiana Univ., 1985; MA, Indiana Univ., 1979; BA, Indiana Univ., 1977

Academic Experience: 2003-Present, Professor of Central Eurasian Studies, Indiana Univ.; 1993-2003, Associate Professor of Central Eurasian Studies, Indiana Univ.; 1986-1993, Assistant Professor of Central Eurasian Studies, Indiana Univ.; 2011, Visiting Professor of Religious Studies, Stanford Univ.

Overseas Experience: Soviet Union, Russia, Uzbekistan, Turkmenistan, Tajikistan, Kazakhstan, Turkey

Language Proficiency: Russian 2, Uzbek 2

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 100%,

Area International Studies Courses Taught: Saints of the Silk Road; Islam in Central Asia; Islam in the Soviet Union and Successor States; History of Islamic Central Asia, 16th-19th Centuries; Religion & Power in Islamic Central Asia; Introduction to Chaghatay; Islamic Hagiography of Central Asia

Research/Teaching Specialization: Islamic Central Asia; Sufism; Persian and Turkic hagiographical literature of Central Asia; Islamization in Inner Asia

Recent Publications (4): 1994, Sole author, "Islamization and Native Religion in the Golden Horde: Baba Tükles and Conversion to Islam in Historical and Epic Tradition." Pennsylvania State University Press; 2016, Sole author, "Mapping Khwārazmian Connections in the History of Sufi Traditions: Local Embeddedness, Regional Networks, and Global Ties of the Sufi Communities of Khwārazm." *Eurasian Studies* 14(1-2)

Dissertations and/or Theses Supervised over Past Five Years: 7

Distinctions: Carnegie Scholars Fellow; Guggenheim Fellow; National Endowment for the Humanities Fellow

Vesna Dimitrieska

Title/Department: Faculty, Researcher, Post-Doctoral Fellow, Director, Global Education Initiatives, Center for P-16 Research and Collaboration; Adjunct, Department, Literacy, Culture, and Language Education; (non-tenure track)

Education: PhD, Indiana Univ., 2016; EdM, Boston Univ., 2009; BA, Sts. Cyril and Methodius Univ., Macedonia, 2001

Academic Experience: 2016-Present, Faculty, Director, Global Education Initiatives, Indiana University Bloomington; 2012-2016, Language and Program Coordinator, Indiana University Bloomington; 2003-2012, English instructor, South-East European University, Macedonia; 2010-2011, Deputy Director for Academic Issues, South-East European University, Macedonia

Overseas Experience: Pedagogical training in China, Macedonia, Mexico, Turkey

Pedagogy Training for Language: PhD, Literacy, Culture, and Language Education

Language Proficiency: Macedonian 5, English 5, Serbian 3

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 5%

Area International Studies Courses Taught: None

Research/Teaching Specialization: Language education; Language teacher identity; Teacher talk and instructional practices of teachers of less commonly taught languages; Modeling and reflective practices of language teacher educators

Publications: Sole author, "Becoming a Language Teacher: Tracing the Mediation and Internalization Processes of Pre-Service Teachers." In *Research on teacher identity: Mapping challenges and innovations*, with Shutz, P; Hong, J; Cross, D Eds. [Forthcoming]; Sole author, "Features of teacher talk in the context of less commonly taught languages." *Journal of the National Council of Less Commonly Taught Languages* [Forthcoming]; 2015, Co-author with Nyikos, M, "A model for community-base language teaching to young learners." *Journal of the National Council of Less Commonly Taught Languages* 14

Distinctions: Post-doctoral fellow; Huber Humphrey fellow; Voting member, International Programs Committee; Member, International Outreach Committee; Paul Simon Award for the Promotion of Language and International Studies

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

Elizabeth Dunn**Title/Department:** Associate Professor, Geography and International Studies**Education:** PhD, Johns Hopkins Univ., 1999; MA, Johns Hopkins Univ., 1995; MA, Univ. of Chicago, 1968; BA, Univ. of Rochester, 1991**Overseas Experience:** Taiwan (about 3 years)-teaching and research; Japan (3 years +)-research; Germany (1.5 years)-research; Austria (5 months)-teaching; Afghanistan (3 months)-research; Spain (3 months)-research; India (2 months)-research; France (1 month)-lecturing**Language Proficiency:** French 3, Polish 4**Percentage of Time Dedicated to Inner Asian and Uralic Studies:** 5%**Area International Studies Courses Taught:** Human Geography; Geography of Europe; Advanced Topics in Global Development: Food and Development; Contested Territories/Conflicted Identities: Humanitarianism and Displacement**Research/Teaching Specialization:** Economic transformation and regulation in Poland; humanitarian aid; ethnic conflict; state formation; refugee studies; Georgia**Publications:** 2017, Sole author, "Greek Buddha: Pyrrho's Encounter with Early Buddhism in Central Asia." Cornell University Press; 2016, "'Afterword' in Alisse Waterston *Gender in Georgia*; Co-author with Cowley, A and Ryan, C, "The Law, The Mafia, and the Production of Sovereignities in the Kyrgyz Penal System." *Ab Imperio* 2015(2); 2015, sole author "Capitalizing on Aid: Postwar Development and State Building in the Republic of Georgia." *State and Legal Practice in the Caucasus*.**Dissertations and/or Theses Supervised over Past Five Years:** 9**Mustafa Durmaz****Title/Department:** Kurmanji Language Developer, Center for Languages of the Central Asian Region**Education:** PhD, Indiana Univ., (In progress); MA, Northeastern Illinois Univ., 2013; BA, Mersin Univ., 2010**Academic Experience:** 2014-2015, Writing Tutor, Northeastern Illinois Univ.; 2012-2014, Graduate Assistant, Northeastern Illinois Univ.; 2010-2011, English Teacher**Overseas Experience:** Turkey**Language Proficiency:** Turkish 5, Kurdish (Kurmanji) 5, Persian 2, Uyghur 1, Spanish 1, German 1**Percentage of Time Dedicated to Inner Asian and Uralic Studies:** 100%**Research/Teaching Specialization:** Phonology and phonetics; Central Asian linguistics**Dissertations and/or Theses Supervised over Past Five Years:** 0**Distinctions:** 2013 Certificate of Excellence in Writing Tutoring, Northeastern Illinois Univ.

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

Ben Eklof

Title/Department: Professor, Department of History; Adjunct Professor, School of Education; (tenured)

Education: PhD, Princeton Univ., 1977; BA, Middlebury College, 1968

Academic Experience: 1977-Present, Professor of History, Indiana University

Overseas Experience: IREX, Fulbright Hays (3 times), Woodrow Wilson, grants for research in the Soviet Union; travel in Yugoslavia, Bulgaria, Romania, Central Asia, the Caucasus, Ukraine, and Finland

Language Proficiency: Russian 4, French 2, German 2

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 25%

Area International Studies Courses Taught: D308/R500 Empire of the Tsars; H640 Imperial Russia; D303 Heroes and Villains in Russian History; J300 War and Peace: Russia in the Age of Napoleon; D302 Gorbachev Revolution and Collapse of the Soviet Union

Research/Teaching Specialization: Modern (Imperial, Soviet post-Soviet) Russia; Education, politics and policy making in Russia; Russian daily life; Russian peasantry; Russian revolutionary movement

Recent Publications (5): 2016, Co-author with Saburova, T, "Дружба, Семья и Революция. Николай Чарушин и поколение народников 1870-х годов." *Новое Литературное Обозрение* (NLO); 2004, Co-editor, "Educational Reform in Post-Soviet Russia: Legacies and Prospects." Routledge Taylor & Francis Group with Holmes, LE; Kaplan, V Eds.

Dissertations and/or Theses Supervised over Past Five Years: 0

Distinctions: Three-time recipient of Fulbright Fellowships; Woodrow Wilson Center Senior Fellow

Zeynep Elbasan-Bozdogan

Title/Department: Lecturer in Central Eurasian Studies, Department of Central Eurasian Studies; Tutor Coordinator and Overseas Curriculum Advisor, Turkish Language Flagship Center; (non-tenure track)

Education: PhD, Indiana Univ., 2019; MA, Indiana Univ., 2013; BA, Univ. of London, 2006; BA, Istanbul Univ., 2007

Academic Experience: 2017-Present, Tutor Coordinator and Overseas Curriculum Advisor, Indiana Univ.; 2015-Present, Instructor for Intermediate Turkish, Indiana Univ.; 2017-Present, Lecturer in Central Eurasian Studies, Indiana Univ.; 2015-Present, Instructor for Turkish Language, Indiana Univ. Summer Language Workshop; 2013-Present, Selection Panelist, Critical Language Scholarship (CLS) Program

Overseas Experience: Istanbul, Turkey: BA Degree, London, UK: Exchange year at School of Oriental and African Studies (SOAS) in Near and Middle East Studies Department – University of London; Berlin, Germany: Summer Research at Humboldt University

Pedagogy Training for Language: ACTFL Certification for OPI and ILR Defense Language Institute in Monterey Training

Language Proficiency: Turkish 5, English 5, Persian 3, Ottoman 3, German 2, French 1

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 100%

Area International Studies Courses Taught: Contemporary Turkey; Ottoman Classical Age; Aspects of Turkish Culture

Research/Teaching Specialization: Ottoman history and court poetry (16th – 18th centuries), Ottoman literary system under patronage, European Medieval Literature (Occitan literature), the role of women in medieval literature (Feminine voices within)

Recent Publications: 2014, Sole author, "A multidimensional understanding of the relation between the poet and the patron: a critical reading of Taşlıcalı Yahya Bey's Elegy." Indiana University, Bloomington; Sole author, "Medieval Women Writers of Ottoman Empire," Indiana University [Forthcoming]

Distinctions: 2016 Middle East Studies Assoc. Travel Grant; 2016 Medieval Studies Travel Award; 2015 American Assoc. of Turkic Teachers Conference Travel Award; 2015 Central Eurasian Studies Graduate Student Travel Award; 2003 Turkish Council of Higher Education, Turkey, Full Fee Scholarship

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

John A. Erickson

Title/Department: Managing Editor, Anthropological Linguistics, Department of Anthropology; Assistant Scholar, Department of Anthropology; (non-tenure track)

Education: PhD, Central Eurasian Studies and Linguistics (double major), Indiana Univ., 2001; MA, Uralic and Altaic Studies, Indiana Univ., 1989; BA, English, SUNY at Geneseo, 1984

Academic Experience: 1994-present, Managing Editor, Anthropological Linguistics, IU; 2006-10, Assistant Scholar, IU; 2008-2015, Director, Center for Turkic and Iranian Lexicography and Dialectology (CTILD), IU

Overseas Experience: Regions of Research, Language Study, and Materials Collection: Uzbekistan (1991-92, 1992, 2005, 2007, 2008), Karakalpakstan (1992), Kazakstan, Kyrgyzstan, Tajikistan (fall '91, spring '92), Turkmenistan, Turkey (1986, 1992), and USSR/Russia (1991-92)

Language Proficiency: Uzbek 4, Russian 3, Turkish 3, Uyghur 3, Persian 2, Chaghatay 1, French 2, German 2, Kazak 2, Kyrgyz 2

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 100%

Area International Studies Courses Taught: Structure of Turkic Languages (Linguistics/Central Eurasian Studies)

Research/Teaching Specialization: Turkic and Iranian linguistics; comparative Turkic; comparative Turkic-Iranian morphosyntax; language contact and linguistic change in Central Asia; Uzbek lexicography and dialectology; anthropological linguistics

Recent Publications (3): 2012, Co-author with Dirks, W; Khikmatillaeva, U; Hodjaev, M; Umarov, E "Uzbek-English Dictionary (online)." Center for Turkic and Iranian Lexicography (CTILD); 2002, Sole author, "On the Origin of the Directive Case in Turkic." *Acta Orientalia Academiae Scientiarum Hungaricae* 55(4) <http://elanguage.net/blogs/booknotices/?p=288>

Distinctions: Dir., Ctr. for Turkic and Iranian Lexicography and Dialectology (CTILD), IU., 2008-15; PD/PI of the Web-based Multimedia Uzbek Dialect Dictionary Project, funded by Title VI IRS Program grant, 2007-11; PD/PI of the Uzbek Dictionary Project, funded by Title VI IRS Program grant, U.S. ED, 2004-08

Kathleen Evans

Title/Department: Director, Summer Language Workshop

Education: PhD, University of Michigan, 1998; BA, Oberlin College, 1986

Academic Experience: 2017-Present, Director, Summer Language Workshop, Indiana University; 2009-2017, Director, Critical Languages Institute, Arizona State University; 2007-2009, Research Administrator, Instructor, Project Manager, Arizona State University; 1998-2006, Assistant Director, Institute for Applied & Professional Ethics, Ohio University; 1998-2006, Bilingual Technology Assistant, Russian, Middlebury Russian Language School

Overseas Experience: Germany (1983, 1989) research, study; Russia (1993-1996) research, private-sector employment; Albania, Armenia, Bosnia, Indonesia, Russia, Tajikistan, Turkey, Ukraine, Uzbekistan (2008-2017, varies) Study-Abroad director or resident director

Language Proficiency: German 4, Russian 4, Finnish 2, Turkish 1, Uzbek 1, Spanish 2

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 25%

Area International Studies Courses Taught: None

Research/Teaching Specialization: Director Summer language training institute covering Russian, Chinese, Arabic, and 17 other languages.

Research interests: German, Russian, experimental phonology, language pedagogy

Publications: None

Distinctions: None

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

David P. Fidler

Title/Department: James Louis Calamaras Professor of Law, Maurer School of Law; (tenured)
Education: BCL, Univ. of Oxford, 1991; JD, Harvard Law School, 1991; MPhil, Univ. of Oxford, 1988; BA, Univ. of Kansas, 1986

Academic Experience: 2007-Present, James Louis Calamaras Professor of Law, Indiana Univ.; 2001-2007, Professor of Law, Indiana Univ.; 1995-2001, Associate Professor of Law, Indiana Univ.

Overseas Experience: England, Poland, Germany, Indonesia, India, Palestine, Dominican Republic, Venezuela, Russia

Language Proficiency: German 1, French 1

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 10%

Area International Studies Courses Taught: International Law; International Business Transactions; International Trade; National and Homeland Security Law; Seminar in Counterinsurgency and Rule of Law Operations; International Environmental Law; International Criminal Law; Cybersecurity Law and Policy
Research/Teaching Specialization: Counterinsurgency and rule of law operations; Global health law; International law; International trade law; International criminal law; International business transactions; International environmental law

Recent Publications (5): 2017, Sole author, "President Trump, Trade Policy, and American Grand Strategy: From Common Advantage to Collective Carnage." *Asian Journal of WTO & International Health Law and Policy* 12(1); 2017, Sole author, "The U.S. Election Hacks, Cybersecurity, and International Law." *American Society of International Law* 110

Dissertations and/or Theses Supervised over Past Five Years: 2

Distinctions: Distinguished Fellow, 2013; IU Trustees Teaching Award, 2012-13; Named an Associate Fellow with the Ctr. on Global Health Security at Royal Inst. of International Affairs (Chatham House), London, U.K., 2010; Appointed by the Director-General of the W.H.O. as a member of the IHR Roster of Experts. 2007- 2011; Appointed to the Inst. of Medicine Committee on Achieving Sustainable Global Capacity for Surveillance and Response to Emerging Diseases of Zoonotic Origin, 2008-09

William Fierman

Title/Department: Professor Emeritus, Department of Central Eurasian Studies; Adjunct Professor, Department of Political Science; (tenured)

Education: PhD, Harvard Univ., 1979; MA, Harvard Univ., 1975; BA, Indiana Univ., 1971

Academic Experience: 1991-Present, Professor, Central Eurasian Studies, Indiana Univ.; 1991-Present, Adjunct Professor, Political Science, Indiana Univ.

Overseas Experience: Uzbekistan 1976-77 and 1983 (IREX); guide for USIA exhibit in Tashkent, 1988; translation project in Uzbekistan, 1989; research in Kazakhstan, 1996; numerous short trips to Kazakhstan, Uzbekistan, Kyrgyzstan, Azerbaijan, averaging one to two per year

Language Proficiency: Uzbek 3, Russian 3, Kazakh 2, Portuguese 2, Czech 2, Chinese 2, Kyrgyz 1, French 1, Spanish 1

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 100%

Area International Studies Courses Taught: U395/U597 Central Asian Politics and Society; U519 Soviet and Post-Soviet Nationalities and Problems; U597 Post-Communist Transition in Central Asia; U520 Language Politics and Problems in the Post-Soviet Region

Research/Teaching Specialization: Language policy in Kazakhstan and Uzbekistan; political development and social problems in Central Asia

Recent Publications (5): 2010, Co-author with Garibova, J, "Central Asia and Azerbaijan." In *Handbook of language & ethnic identity*, 2nd ed., Oxford University Press with Fishman, JA; García, O Eds.; 2009, Sole author, "Language vitality and paths to revival: contrasting cases of Azerbaijani and Kazakh." *International Journal of the Sociology of Language* 2009(198)

Dissertations and/or Theses Supervised over Past Five Years: 0

Distinctions: None

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

Henry Glassie

Title/Department: Professor Emeritus, Department of Folklore and Ethnomusicology; Adjunct Professor Emeritus, Department of Central Eurasian Studies; (tenured)

Education: PhD, Univ. of Pennsylvania, 1969; MA, State Univ. of New York, 1965; BA, Tulane Univ., 1964

Academic Experience: 1988-Present, Professor Emeritus, Department of Folklore and Ethnomusicology

Overseas Experience: Ireland (1972-82); Turkey (1982-96); Bangladesh (1987-1996); India (1998-2001), Japan (1994-2001)

Language Proficiency: Bengali 2, French 2, Italian 3, Turkish 4

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 50%

Area International Studies Courses Taught: F440/F540 Turkish Art and Architecture

Research/Teaching Specialization: Folklore; Art and Architecture of Turkey, Bangladesh, Indian and Pakistan

Recent Publications: 2016, Sole author, "The Stars of Ballymenone." Indiana University Press; 2010, Sole author, "Prince Twins Seven-Seven: His Art, His Life in Nigeria, His Exile in America." Indiana University Press; 2000, Sole author, "Sacred Art: Catholic Saints and Candomble Gods in Modern Brazil." Indiana University Press; 1995, Sole author, "Passing the Time in Ballymenone." Indiana University Press

Dissertations and/or Theses Supervised over Past Five Years: 0

Distinctions: President, American Folklore Society, 1988-1990; Award of Honor for Superior Service to Turkish Culture, Turkey, 1993; Outstanding Achievement in the Arts Award, Assembly of Turkish American Association, 1995; Friend of Bangladesh Award in Recognition of Outstanding Contribution Toward Bangladesh, 2000; Abbott Lowell Cummings Prize in North American Vernacular Architectural Studies, 2001; Charles Homer Haskins Prize of the American Council of Learned Societies, 2009; American Folklore Society Lifetime Achievement Award, 2010; Nigerian Studies Association Book Prize, 2011

Gulnara Glowacki

Title/Department: Kazakh Language Developer, Center for Languages of the Central Asian Region

Education: PhD, Eurasian National Univ., 2009; BA, North Kazakhstan State Univ., 2002; BA, Shokan Ualikhanov State Univ., 1991

Academic Experience: 2017-Present, Senior Lecturer, Univ. of Wisconsin-Madison; 2017-Present, Kazakh Oral Proficiency Tester, American Council on the Teaching of Foreign Languages (ACTFL); 2016-2017, Intensive Elementary Kazakh, Central Eurasian Studies Summer Institute, Univ. of Wisconsin-Madison; 2013-2015, Assistant Professor, Eurasian National Univ.; 2009-2013, Assistant Professor, North Kazakhstan State Univ.

Overseas Experience: Kazakhstan, Russia

Language Proficiency: Russian 5, Kazakh 5, English 5

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 100%

Research/Teaching Specialization: Comparative Russian & Kazakh language pedagogy methods; Methodologies and cross-cultural communication in languages, literature and culture

Recent Publications: 2014, "Language and Culture in Intercultural Communication." *Education System of Kazakhstan International Scientific Conference* 425-433; 2011, "The use of blogs in educational and curriculum development purposes." *Journal of Republic Scientific Conference* 123-125; 2007, "Peculiarities of predictable situations of unfulfilled action in structures with modal meaning." *Journal of Republic Scientific and Practical Conference* 82-87

Dissertations and/or Theses Supervised over Past Five Years: 0

Distinctions: 2009, Commendation for Considerable Contribution to Organizing and Managing Common National Examination, Ministry Of Education and Science of the Republic of Kazakhstan

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

Mary Goetze

Title/Department: Professor Emerita of Music, Jacobs School of Music; (tenured)

Education: PhD, Univ. of Colorado, 1985; MM, Indiana Univ., 1971; BM, Oberlin College Conservatory of Music, 1965

Academic Experience: 2007-Retired, Professor Emerita, Indiana University

Overseas Experience: Azerbaijan 1999, Hungary 2000, Japan 2002, Australia and New Zealand 2002, Mexico, Norway, Netherlands and Brazil, 2003, Kyrgyzstan 2005, Brazil 2005, Mongolia 2008

Language Proficiency: English 5

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 25%

Area International Studies Courses Taught: None

Research/Teaching Specialization: Central Eurasian folk music, history and culture

Recent Publications (5): 2016, Co-author with Broeker, A; Boshkoff, R, "Educating Young Singers: A Choral Resource for Teachers / Conductors." GIA Publications, Inc.; 2009, Co-author with Broeker, A; Boshkoff, R, "Educating Young Singers (A Choral Resource for Teacher-Conductors)." 2nd ed., Mj & Associates

Dissertations and/or Theses Supervised over Past Five Years: 7

Distinctions: Distinguished Alumnus Award (1992) from the University of Colorado College of Music; Outstanding Educator of the Year (1993) by the Organization of American Kodaly Educators; Distinguished Teaching Award, Indiana University

Seema Golestaneh

Title/Department: Assistant Professor of Iranian Studies, Department of Central Eurasian Studies; (tenure track)

Education: PhD, Columbia University, 2014; MA, Columbia University, 2007; BA, Barnard College, 2006

Academic Experience: 2015-Present, Assistant Professor of Iranian Studies, Indiana University; 2014-2015, C3 Mellon Postdoctoral Fellow of Anthropology and Religion, Connecticut College

Overseas Experience: Ethnographic work in Iran (annually since 2009, with extensive work from Aug. 2009 to Jan. 2011) and archival research in the UK

Language Proficiency: Persian 4, French 2, Arabic 1

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 100%

Area International Studies Courses Taught: Introduction to Turkic and Iranian Civilizations; Iran and the Middle East through Film; Shi'ism: Debates and Discourses; Textual Ethnography in Central Asia and Beyond; Society and Politics in Contemporary Iran; The Iranian Revolution: Comparative Analyses

Research/Teaching Specialization: Anthropology of Islam; Contemporary Sufi Thought and Practice; Histories of Shi'i Thought and Practice in Iran; Literary Cultures; Anthropological and Aesthetic Theory

Recent Publications (5): Sole author, "Text and Contest: Theories of Secrecy and Dissimulation in the Archives of Sufi Iran." In *Sufism and Shi'ism in the Early Modern and Modern Eras*, IB Tauris, [Forthcoming]; 2012, Sole author, "Listening, non-knowledge and the auditory body: Understanding Sufi zikr ritual and sama as sites of aesthetic experience." In *Saints and their pilgrims in Iran and neighbouring countries*, Sean Kingston Publishing with Khosronnejad, P Ed.

Dissertations and/or Theses Supervised over Past Five Years: 11

Distinctions: CAHI Research Fellowship Fall 2018; Mellon C3 Minority Postdoctoral Fellowship 2014-5; Middle East Institute Dissertation Write-up Fellowship 2012-3; Morton H. Fried Memorial Fellowship Fund for Academic Excellence 2012; Mellon Graduate Dissertation Fellowship - Interdisciplinary Center for Innovative Theory and Empirics 2011-13

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

Kathryn E. Graber

Title/Department: Assistant Professor, Department of Anthropology; Assistant Professor, Department of Central Eurasian Studies; (tenure track)

Education: PhD, Univ. of Michigan, 2012; MA, Univ. of Michigan, 2008; MA, Univ. of Michigan, 2006; AB, Univ. of Chicago, 2002

Academic Experience: 2014-Present, Assistant Professor of Anthropology and Central Eurasian Studies, Indiana Univ.; 2012-2014, Postdoctoral Teaching Fellow, Indiana Univ.; 2012-2012, Title VIII-Supported Research Scholar, Kennan Inst., Woodrow Wilson Intl. Center for Scholars (Washington, DC)

Overseas Experience: Ethnographic field research in Russia: June–Aug. 2005, Feb.–May 2007, Sept. 2008–Sept. 2009, Aug. 2011, July–Aug. 2012; Study abroad in Russia: June–Sept. 2001; Study abroad in South Africa: January–March 2001

Pedagogy Training for Language: Course in Teaching Writing completed at Univ. of Michigan, 2011

Language Proficiency: English 5, Russian 4, Buryat 3, Mongolian 3, Czech 1, French 1, German 1, Georgian 1, Zulu 1, Ewenki 1

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 100%

Area International Studies Courses Taught: Language and Culture; Minorities and Media; Property in Central Eurasia; Advanced Readings in Mongolian Studies; Language and Identity in Central Eurasia

Research/Teaching Specialization: Mass media, materiality and material agency, multilingualism, language shift and endangerment, anthropology of performance, historical anthropology, cultural and intellectual property, socialism and post-socialism

Recent Publications (4): 2015, Co-author with Murray, JD, "The Local History of an Imperial Category: Language and Religion in Russia's Eastern Borderlands, 1860s–1930s." *Slavic Review* 74(1); 2013, Sole author, "What They Said (She Said) I Said: Attribution and Expertise in Digital Circulation." *Culture, Theory and Critique* 54(3)

Dissertations and/or Theses Supervised over Past Five Years: 9

Distinctions: Title VIII–Supported Postdoctoral Research Fellowship, Kennan Inst., Woodrow Wilson Intl. Ctr. for Scholars (Washington, DC), 2012; Social Science Research Council (SSRC) Eurasia Program. Dissertation Support Fellowship, 2010–11; Rackham Predoctoral Fellowship, Univ. of Michigan, 2010–11

Margaret S. Graves

Title/Department: Assistant Professor, Art History; Assistant Professor, International Studies; Adjunct Assistant Professor, Near Eastern Languages and Cultures; (tenure track)

Education: PhD, Univ. of Edinburgh, 2010; MSc (Res), Univ. of Edinburgh, 2006; MA Fine Art (Hons), Univ. of Edinburgh, 2002

Academic Experience: 2012-Present, Assistant Professor, Indiana Univ.; 2010-2011, Senior Research Associate, Aga Khan Trust for Culture

Overseas Experience: Morocco, Turkey, Iran, Syria, Egypt, Russia

Language Proficiency: French 3, Arabic 1, German 1

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 100%

Area International Studies Courses Taught: Introduction to Islamic art and visual culture; The painted image in the Islamic world; Museums: The display of culture; Cultural heritage in crisis; Islamic ceramics in the museum

Research/Teaching Specialization: The art, architecture and material culture of the Islamic world, with particular focus on the medieval Middle East and nineteenth-century North Africa

Recent Publications: 2018, Sole author, "Arts of Allusion: Object, Ornament and Architecture in Medieval Islam." Oxford University Press [In press]; 2018, Sole author, "Fracture, Factice, and the Collecting of Islamic Art." In *Faking, Forging, Counterfeiting: Discredited Practices at the Margins of Mimesis*, transcript Verlag with Becker, D; Fischer, A; Schmitz, Y Eds. [In press]; 2015, Sole author, "The Monumental Miniature: Liquid Architecture in the Kilgas of Cairo." *Art History* 38(2); Sole author, "The Lamp of Paradox." *Word & Image* [Forthcoming];

Dissertations and/or Theses Supervised over Past Five Years: 7

Distinctions: Inst. for Advanced Study, Princeton, Fellow; British Academy Three-Year Postdoc Fellowship; Postdoc Fellowship, Inst. for the Advanced Study of the Humanities, Univ. of Edinburgh; Outstanding Junior Faculty Award, IU; Trustees Award for teaching, IU

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

Akram Habibulla

Title/Department: Librarian for Middle Eastern, Central Eurasian, and Islamic Studies, Indiana University Libraries; (tenured)

Education: MLIS, Rutgers, the State Univ. of New Jersey, USA, 2004; PhD, Academy of Science of the Republic of Uzbekistan, 1994; Univ. diploma (MA), Tashkent State Univ., Uzbekistan, 1984

Academic Experience: 2007-Present, Librarian for Middle Eastern, Central Eurasian, and Islamic Studies, Indiana Univ.; 2004-07, Librarian, Univ. of Chicago; 2001-2002, Visiting Scholar, Inst. for Advanced Study, Princeton NJ.

Overseas Experience: Hungary (2009, 2011, 2013, 8 weeks) - Intensive Hungarian Language course; Turkey - (1994, 5 weeks) - Islamic Manuscripts workshop; Libya (1985-1987) - Translator; Yemen (1982-83) - Translator

Language Proficiency: Russian 5, Arabic 5, Persian 3, Turkish 3, Uzbek 5, Hungarian 1

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 100%

Area International Studies Courses Taught: Co-teacher of the course "Area Studies Librarianship" at the Department of Information and Library Science

Research/Teaching Specialization: Arabic and Islamic Studies; Library and Information Science

Recent Publications: 2017, Co-author with Rahmatullaev, M; Ganieva, B, "Library and Information Science Education in Uzbekistan." *Slavic & East European Information Resources* 18(1-2); 2011, Co-author with Rahmatullaev, M, "Libraries in Uzbekistan: past, present and future." In *Libraries in the early 21st Century: an international perspective*, Berlin: De Gruyter Saur; Sole author, "Scattered manuscripts. Some notes on Muhammad Parsa's (d. 1420) library," *Journal of Islamic Manuscripts* [Forthcoming]

Distinctions: Elected President of Middle East Librarians Association

Michael W. Hamburger

Title/Department: Professor of Geological Sciences, Geophysics, Seismology, and Tectonics, Department of Earth and Atmospheric Sciences; (tenured)

Education: PhD, Cornell Univ., 1986; MSc, Cornell Univ., 1982; BA, Wesleyan Univ., 1975

Academic Experience: 1986-Present, Professor of Geological Sciences, Indiana University

Overseas Experience: Visiting researcher at University of Nice (France), the UNAVCO Consortium, U.S. Geological Survey and has worked extensively with former Soviet Union and the Philippines. Jefferson Science Fellow for US State Dept. and Agency for Intl. Development

Language Proficiency: Russian 4, French 4

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 10%

Area International Studies Courses Taught: G141 Earthquakes and Volcanoes; G551 Analysis of Earthquake Seismograms; G554 Fundamentals of Plate Tectonics; G633 Advanced Geophysics Seminar; G637 Seminar in Tectonics

Research/Teaching Specialization: The relation of earthquakes to global geological processes, earthquake hazards, and volcanic activity, including field investigations in Alaska, the Philippines, the South Pacific, Central Asia, the Caucasus, and US

Recent Publications (5): 2017, Co-author with Yang, X; Pavlis, GL; Marshak, S; Gilbert, H; Rupp, J; Larson, TH; Chen, C; Carpenter, NS, "Detailed Crustal Thickness Variations beneath the Illinois Basin Area: Implications for Crustal Evolution of the Midcontinent." *Journal of Geophysical Research: Solid Earth* 122(8); 2014, Co-author with Nowicki, MA; Wald, DJ; Hearne, M; Thompson, EM, "Development of a globally applicable model for near real-time prediction of seismically induced landslides." *Engineering Geology* 173

Dissertations and/or Theses Supervised over Past Five Years: 3

Distinctions: W. George Pinnell Award for Outstanding Service 2014; IU Distinguished Service Award for 2012-13; IU Student Sustainability Council created its annual Michael Hamburger Award for Sustainable Action in 2012

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

PR/Award # P015A180097

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Malik A. Hodjaev**Title/Department:** Lecturer, Department of Central Eurasian Studies; (non-tenure track)**Education:** PhD Candidate, Language Pedagogy Program, Samarkand State Univ., 2003; MEd, Moscow State Pedagogical Inst., USSR, 1980; BA, Samarkand State Pedagogical Inst., Uzbekistan, 1972**Academic Experience:** 2002-Present, Lecturer, Central Eurasian Studies, Indiana Univ.**Overseas Experience:** Language Center Management Training Program, Leeds University, UK; conferences and training sessions in the U.S., Israel, and Austria**Pedagogy Training for Language:** Pedagogical training through degrees, conferences and workshops**Language Proficiency:** Uzbek 5, Russian 3, Tajik 3, English 3**Percentage of Time Dedicated to Inner Asian and Uralic Studies:** 100%**Area International Studies Courses Taught:** Introductory, Intermediate, Advanced and ADLS Uzbek Language**Research/Teaching Specialization:** Modern language pedagogy and linguistics; Intensive methods of teaching Uzbek as a foreign language; Developing online teaching materials; Teaching Uzbek in distance and online**Recent Publications (5):** 2013, Sole author, "Uzbeks of Afghanistan: Language, Culture, and Traditions." CEUS Annual Conference, Indiana University; 2013, Sole author, "Uzbek Language and Culture." World Language Festival, Indiana University; 2012, Sole author, "Methods of Presentation and Acquisition of Uzbek Regional Dialects." CEUS Annual Conference, Indiana University**Joseph L. Hoffmann****Title/Department:** Harry Pratter Professor of Law, Maurer School of Law; (tenured)**Education:** JD, Univ. of Washington, 1984; BA, Harvard College, 1978**Academic Experience:** 2000-Present, Harry Pratter Professor of Law, Indiana Univ.; 2007-2008, Acting Executive Associate Dean for Academic Affairs, Indiana Univ.; 1992-0, Professor of Law, Indiana Univ.; 1998-1992, Director of International Programs, Indiana Univ.; 1989-1992, Associate Professor of Law, Indiana Univ.**Overseas Experience:** Visiting Fulbright Professor, Univ. of Erlangen and Univ. of Jena, Germany, 2003-2004; Teacher, Univ. of Tokyo, Japan, 1994-95 and 1997-98; three-year USIA grant for IU School of Law to partner with Higher Law School, Adilet, Almaty, K**Language Proficiency:** Japanese 1**Percentage of Time Dedicated to Inner Asian and Uralic Studies:** 25%**Area International Studies Courses Taught:** Seminar in Law and Society of Japan (L724); Seminar in Law and Society of Asia (L724)**Research/Teaching Specialization:** Criminal law and procedure; International and comparative law**Recent Publications (5):** 2017, Co-author with Stuntz, WJ, "Defining Crimes." 3rd ed., Wolters Kluwer; 2012, Sole author, "Innocence and Federal Habeas after AEDPA: Time for the Supreme Court to Act." *Federal Sentencing Reporter* 24(4); 2011, Co-author with Allen, RJ; Stuntz, WJ; Livingston, DA; Leipold, AD, "Comprehensive Criminal Procedure." 3rd ed. Wolters Kluwer Law and Business**Dissertations and/or Theses Supervised over Past Five Years:** 0**Distinctions:** Leo Wallace Teaching Award; John W. Ryan Award for Distinguished Contributions to International Programs; IU Trustee Teaching Award; IU Teaching Excellence Recognition Award; Ira C. Batman Faculty Fellowship; Louis F. Niezer Faculty Fellowship; John Hastings Faculty Fellowship; IU Outstanding Young Faculty Award; Gavel Award (presented by graduating law students to their most influential professor)

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

Aida Hüseynova

Title/Department: Lecturer in Music (Music in General Studies), Jacobs School of Music; (non-tenure track)

Education: PhD, Saint Petersburg Conservatory, 1992; MM, Azerbaijan State Conservatory, 1987

Academic Experience: 2017-Present, Lecturer in Music, Indiana Univ.; 2006-Present, Research Advisor, Silk Road Ensemble under the artistic direction of Yo-Yo Ma; 2016-Present, Research Advisor, Mark Morris Dance Group

Overseas Experience: Research and teaching in Azerbaijan, Kyrgyzstan, Russia, U.K., France, Sweden, Germany, Turkey, Bulgaria, Greece, Qatar

Language Proficiency: Azerbaijani 5, Turkish 2, English 3, Russian 3

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 50%

Area International Studies Courses Taught: Music of the Silk Road; East-West Encounters in Music; Music of Russia

Research/Teaching Specialization: East-West Synthesis in Azerbaijani Music; East-West Encounters in Music; Music of Central Asia; Music of the Silk Road

Recent Publications (5): 2016, Sole author, "Music of Azerbaijan: From Mugham to Opera." Indiana University Press; 2015, Co-author with Türkmenoğlu, Ö; Göçmen, G; Kontovas, N, IAUNRC, "Sing around Turkey: a selection of exemplary folk songs." Inner Asian & Uralic National Resource Center; 2012, Sole author, "From Chanting the Quran to Singing Oratorio: Choral Music in West and Central Asia." In *The Cambridge Companion to Choral Music*, Cambridge University Press with de Quadros, A Ed.

Distinctions: Andrew W. Mellon grant (2015); Fulbright Fellowship (2007–08); Junior Faculty Development Program Fellowship (2001–02) sponsored by the U.S. State Department

Owen V. Johnson

Title/Department: Associate Professor Emeritus, School of Journalism; Adjunct Professor Emeritus, Department of History; (tenured)

Education: PhD, Univ. of Michigan, 1978; MA, Univ. of Michigan, 1970; BA, Washington State Univ., 1968

Academic Experience: 1980-Present, Associate Professor Emeritus, Indiana University

Overseas Experience: Indiana University-Warsaw Univ. Faculty exchange, IREX (Slovakia and Czech Republic), NCSEER & IREX (Czechoslovakia, Poland, and USSR), USIA (Czechoslovakia and Kyrgyzstan). Distinguished Fulbright Chair-Warsaw Univ.

Language Proficiency: Slovak 3, Czech 3, French 2, Russian 1, Swedish 1, Polish 1

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 25%

Area International Studies Courses Taught: J624 Russian and East European Media Systems; J660-European Journalism History; J514-International Communication

Research/Teaching Specialization: History of mass media in East Central Europe; History of Russian Journalists

Recent Publications (5): 2016, Sole author, "At Home with Ernie Pyle." Indiana University Press; 2016, Co-author with Hays, H, "Wrestling with Fame: Ernie Pyle and the Pulitzer Prize." *Traces of Indiana and Midwestern History* 28(2); 2016, Sole author, "Ernie Pyle." In *Indiana's 200: The People Who Shaped the Hoosier State*, Indiana Historical Society Press with Gugin, LC; St Clair, JE Eds.

Dissertations and/or Theses Supervised over Past Five Years: 1

Distinctions: Inductee, Worldwide Lifetime Achievement (2017); Honoree, Paul Harris Fellow, Rotary International (2017); Recipient, Stanley B. Winters Award, Czechoslovak Studies Assoc. (2015); Featured Listee, Directory of American Scholars (2002); Recipient, Mellon Summer Research Fellowships (1984, 1987, 1996); Recipient, Summer Research Fellowship, Russian and East European Institute, IU(1984, 1987, 1996)

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

Michael Kaganovich**Title/Department:** Professor of Economics, Department of Economics; (tenured)**Education:** PhD, Computer Center of the USSR Academy of Sciences, 1985; MS, Leningrad State Univ., 1976; BS, Leningrad State Univ., 1976**Academic Experience:** 2006-Present, Professor of Economics, Indiana Univ.; 2008-Present, Fellow, CESifo, Center for Economic Studies, Univ. of Munich and Ifo Inst. for Economic Research; 2006-09, Director of Graduate Studies, Indiana Univ.; 1998-2006, Associate Professor of Economics, Indiana Univ.; 1991-1998, Assistant Professor, Indiana Univ.**Overseas Experience:** Lived in Estonia and the USSR until 1989**Foreign Language Proficiency:** Estonian 5, Russian 5**Percentage of Time Dedicated to Inner Asian and Uralic Studies:** 25%**Area International Studies Courses Taught:** Soviet Economy**Research/Teaching Specialization:** Models of economic transition; with Michael Spagat examining education and human capital in post-Communist world**Recent Publications (5):** 2013, Sole author, "Higher Education Reform and Access to College in Russia." In *The Oxford Handbook of the Russian Economy*, Oxford University Press, with Alexeev, M; Weber, S Eds.; 2012, Sole author, "Reform of higher education finance and access to college in Russia." *CESifo DICE Report* 10(4)**Dissertations and/or Theses Supervised over Past Five Years:** 4**Distinctions:** Indiana University Teaching Excellence Recognition Award in 2000**Hilary E. Kahn****Title/Department:** Assistant Dean of International Education and Global Initiatives, School of Global and International Studies; Executive Director, Center for the Study of Global Change; (non-tenure track)**Education:** PhD, Univ. of Buffalo, 2002; MA, Univ. of Buffalo, 1993; BA, Indiana Univ., 1990**Academic Experience:** 2014-Present, Assistant Dean of International Education and Global Initiatives, Indiana Univ.; 2013-Present, Senior Lecturer, Indiana Univ.; 2011-Present, Executive Director, Center for the Study of Global Change, Indiana University**Overseas Experience:** Belize, Guatemala, Honduras, Jamaica, Mexico**Language Proficiency:** Spanish 3, Jamaican Patois 2, Q'eqchi' 1**Percentage of Time Dedicated to Inner Asian and Uralic Studies:** 10%**Area International Studies Courses Taught:** Human Rights and the Arts; Peoples and Cultures of Mexico and Central America; Ethnographic Filmmaking; Global Dialogues; Issues and Approaches to Global Studies**Research/Teaching Specialization:** International Education, Global Studies and Research; Visual, Anthropological, and Social Theory; Ethnographic Methods; Human Rights; Global Learning**Recent Publications (5):** 2018, Co-editor, "On Islam: Muslims and the Media." Indiana University Press with Pennington, R Ed.; 2014, Sole author, Editor, "Framing the Global: Entry Points for Research." Indiana University Press**Dissertations and/or Theses Supervised over Past Five Years:** 12**Distinctions:** 2014 Paul Simon Award, Central States Conference on the Teaching of Foreign Languages, awarded to the Center for the Study of Global Change; 2010 Excellence in Teaching Award IU International Studies Program; 2009 City of Bloomington Human Rights Program Award, awarded to Voice and Visions

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

Marianne Kamp

Title/Department: Associate Professor, Department of Central Eurasian Studies; Adjunct Professor, History Department; (tenured)

Education: PhD, Univ. of Chicago, 1998; BA, Dartmouth College, 1985

Academic Experience: 2017-Present, Assoc. Professor Central Eurasian Studies, IU; 2000-2016, Assistant, then Assoc. Professor of History, Univ. of Wyoming; 1997-2000, Visiting Assistant Professor of History, Whitman College; 1994-1996, Visiting lecturer for Uzbek language, Univ. of Michigan

Overseas Experience: Fieldwork Uzbekistan, 22 weeks 1997-2014, 10 months 1992-93, language training 3 months 1991; Russia 6 weeks research 2003, language training 3 months 1983

Tajikistan, Kyrgyzstan, Kazakhstan, Israel, Turkey, Hungary, Ukraine etc

Language Proficiency: Russian 4, Uzbek 4, Tajik 2, Turkish 2, German 2

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 100%

Area International Studies Courses Taught: Introduction to Central Asia, Mongolia, and Tibet; Topics: Labor and Migration in Central Asia; Topics: Women, Gender, and Islam in Central Asia; Politics and Society in Central Asia

Research/Teaching Specialization: Contemporary Central Asia politics and society

Central Asian social history, Soviet and post-Soviet Gender studies, Central Asia

Recent Publications (4): 2017, Co-author with O'Neill Borbieva, N, "Veiling and Unveiling in Central Asia: beliefs and practices, past and present." In *The Routledge International Handbook to Veils and Veiling Practices*, Routledge with Almila, A; Inglis, D Eds.; 2017, Sole author, "Kinship and Orphans: rural Uzbeks and loss of parents in the 1920s and 1930s." In *The Family in Central Asia: New Perspectives*, Klaus Schwarz Verlag with Roche, S Ed.

Dissertations and/or Theses Supervised over Past Five Years: 3

Distinctions: none

Sukhrob Karimov

Title/Department: Financial Systems/ICT Specialist, Center for Languages of the Central Asian Region

Education: MPA, Indiana Univ., 2008; BS, Tajik Technical Univ., 2005

Overseas Experience: Tajikistan

Language Proficiency: Russian 5, Tajik 5, Dari 4, Farsi 4, Shughni 3

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 30%

Research/Teaching Specialization: Database management and web development; Slavic and Central Asian materials development; graphic designing

Dissertations and/or Theses Supervised over Past Five Years: 0

Distinctions: Adobe Design Achievement Awards Semifinalist Certificate, 2012; SONY Ltd., AIR App Challenge for SONY, 2011; "Most Compelling Academic Application", BlackBerry Developer Challenge, 2011

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

György Kara**Title/Department:** Professor, Department of Central Eurasian Studies; (tenured)**Education:** PhD, Eötvös Loránd Univ., 1961; Cand. Sc., Hungarian Academy of Sciences, 1967; Dr. Sc., Leningrad State Univ., 1975**Academic Experience:** 1990-Present, Professor, Central Eurasian Studies, Indiana Univ.**Overseas Experience:** Born/educated in Hungary; Professor and Chair of Inner Asian Studies & Professor of Mongolian Studies, Eötvös Loránd Univ., Budapest; fieldwork in Mongolia and China**Pedagogy Training for Language:** Participant, workshop on competency-based teaching and testing of Mongolian, Indiana University, 1992; teaching regularly since 1959**Language Proficiency:** Hungarian 5, Modern Mongolian 3, Russian 2, German 2, Classical Mongolian 1, Old Turkic/Uyghur 1, Manchu 1, Classical Tibetan 1, Chinese 1, Evenki 1, French 1,**Percentage of Time Dedicated to Inner Asian and Uralic Studies:** 100%**Area International Studies Courses Taught:** Classical Mongol; Mongol Languages and Dialects; Mongol Literature and Folklore; Mongolian Civilization and Folk Culture; Old Turkic in Various Scripts; Altaic Linguistics; History of Mongol Writing Systems; Mongol Shamanism and Folk Religion; Manchu Structure; Evenki Structure**Research/Teaching Specialization:** Mongolian languages and cultures; Inner Asian & Altaic philology, cultural history, Ancient Turkic documents, Kitan and Jurchin scripts**Recent Publications:** 2012, Co-author with Louis, L., "Vocabulaires mongols des Polyglottes de Yemen de chiffre's par L. Ligeti et e'dite's avec notes additionnelles par G. Kara." *Acta Orientalia Academiae Scientiarum Hungaricae* 65(2); 2009, Sole author, "Dictionary of Sonom Gara's Erdeni-yin Sang: A Middle Mongol Version of the Tibetan Sa skya Legs bshad, Mongol - English - Tibetan." Brill; 2005, Sole author, "Books of the Mongolian Nomads." Indiana University Press; 2011, Sole author, "Alliteration in Mongol Poetry." In *Alliteration in Culture*, Palgrave Macmillan with Roper, J Ed.**Dissertations and/or Theses Supervised over Past Five Years:** 2**Distinctions:** Diploma of honor from the Ministry of Foreign Affairs of Mongolia, 2015; Golden Medal of IU for Altaic Studies, 2011; Order of Labor Merit of the Republic of Mongolia, 2005; Alexander von Humboldt Forschungspreis, 1999; Order of the Polar Star of the Republic of Mongolia, 1998**Haidar Khezri****Title/Department:** Adjunct Assistant Professor, Department of Central Eurasian Studies; Senior Fellow, Center for the Study of the Middle East; (non-tenure track)**Education:** PhD, Damascus Univ., 2011; MA, Tarbiat Modarres Univ., 2006; BA, Razi University, 2003**Academic Experience:** 2016-Present, Adjunct Assistant Professor, Indiana University**Overseas Experience:** Born in Iran; educated in Iran/Syria; teaching experience at Tarbiat Modares Univ. (Iran), Damascus Univ. and al-Baath Univ. (Syria), and Mardin Artuklu Univ. (Turkey). Fieldwork in Iran, Syria, Lebanon, Kurdistan, Turkey, Morocco, Germany, Scotland**Language Proficiency:** Kurdish 3, Persian 3, Arabic 3, Turkish 3, Azerbaijani 3**Percentage of Time Dedicated to Inner Asian and Uralic Studies:** 100%**Area International Studies Courses Taught:** Introductory, Intermediate and Advanced Kurdish**Research/Teaching Specialization:** Languages, literatures and cultures of the Kurdish, Persian and Arabic worlds, and Comparative Literature (especially Islamic/cate linguistic and literary genres)**Recent Publications (5):** 2016, Sole author, "It Is Only Sound That Remains." Salahaddin University Press; 2017, Sole author, "Comparative Literature in Iran and the Arab World 1903 – 2012." 2nd ed., Egyptian Cultural Academy in Cairo Press; 2015, Sole author, "Arabic Comparative Literature: Intersections with West Asian Literature." *Alif Journal of Comparative Poetics***Dissertations and/or Theses Supervised over Past Five Years:** 0**Distinctions:** Recipient of grants, awards, and fellowships from Tarbiat Modares University (Iran), Damascus Univ. and al-Baath Univ. (Syria), Lebanese Univ. (Lebanon), Mardin Artuklu Univ. (Turkey), Salahaddin Univ. and Soran Univ. (Kurdistan), and IU (US). From 2012 to 2014, awarded Scientific Research Projects Funding, (Bilimsel Araştırma Projeleri), from Mardin Artuklu University in Turkey

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

Umida Khikmatillaeva

Title/Department: Academic Specialist, Turkish Flagship Program; Visiting Assistant Professor, Summer Language Workshop; (not applicable)

Education: PhD Candidate, Tashkent State Univ., 1996; MS, Indiana Univ., 2013; MA, Tashkent State Univ., 1990; Distance Education Certificate, Indiana Univ., 2010

Academic Experience: 2004-Present, Academic Specialist, Turkish Flagship Program, IU.; 2015-Present, Instructional Designer, IU; 2017-Present, Canvas Support Specialist, Center for Innovative Teaching and Learning, IU; 2016-Present, Consultant, Oxford University Press

Overseas Experience: Program coordinator in Samarkand, Uzbekistan; Visiting Scholar and Translator in Turkey and US

Pedagogy Training for Language: STARTALK training, ILR Passage Rating training, professional workshops

Language Proficiency: Uzbek 5, English 3, Russian 3, Turkish 3, Azeri 2, Kazak 2, Uyghur 2, Turkmen 2, Tatar 2, Arabic 1

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 100%

Area International Studies Courses Taught: Introductory, Intermediate, Advanced Uzbek; Introductory and Intermediate Turkish; Comparative Uzbek and Turkish Language Grammar; Theory of translation; Introduction to Computational Linguistics, Turkish for Specific Purposes

Research/Teaching Specialization: Turkic Languages instruction and methodology; Language Education; Online Language Learning; MOOCs

Recent Publications (4): 2017, Co-author with Kwon, K; Song, D; Sari, AR, "Different Types of Collaborative Problem-Solving Processes in an Online Environment: Solution Oriented Versus Problem Oriented." *Journal of Educational Computing Research*; 2014, Sole author, "Turkish to Uzbek Bridge Project." Turkish Flagship Center, Indiana University, Website and content

Distinctions: 1989-90 Finalist in Republic-wide speech competition: Students and Scholarly Technical Development, held at Tashkent State Univ.; 1986-88 Awards for speeches delivered at Tashkent State Univ., Uzbek Philology Department

Piibi-Kai Kivik

Title/Department: Lecturer and Language Coordinator, Department of Central Eurasian Studies; (non-tenure track)

Education: PhD, Indiana Univ., 2012; MA, Univ. of Tartu, 1997; MPhil, Univ. of Cambridge, 1997; BA, Univ. of Tartu, 1993

Academic Experience: 1998-Present, Lecturer and Language Coordinator, Department of Central Eurasian Studies, Indiana Univ.

Overseas Experience: Faculty member of the Dept. of English, Univ. of Tartu, 1993-98 and 2000-01

Pedagogy Training for Language: Certificate, University of Tartu, 1993

Language Proficiency: Estonian 3, English 3, Russian 2, Finnish 2, German 2, French 1, Mandarin Chinese 1

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 100%

Area International Studies Courses Taught: Language: Introductory, Intermediate, Advanced; Estonian Topics in Estonian culture: Old Barny, the Czar's Madman and Estonian Survival; Estonia's Place

Research/Teaching Specialization: Usage-based and interactional linguistics; second language acquisition; pragmatics; ethnography of communication; conversation analysis; sociolinguistics; Estonian and Finnic linguistics; foreign language teaching

Recent Publications (4): 2010, Sole author, "Estonians and the Estonian language in the United States. Observations in three communities." In *Estonians and the Estonian language abroad*, Estonian Language Foundation with Praakli, K; Viikberg, J Eds.; 2010, Sole author, "Personal pronoun variation in language contact: Estonian in the United States." In *Language Contact -- New Perspectives*, John Benjamins with Norde, M; Hasselblatt, C; de Jonge, B Eds.

Distinctions: 2012 E-text development grant from IU; 2006 REEI/Mellon Endowment and IU Grad. and Professional Student; 2001-11 Associate Instructor Fellowship, Dept. of CEUS, IU; 2000 Recipient (non-primary) of the Estonian Science Foundation grant no. 4918 "Contrastive study of Estonian and American communicative behavior and Estonian interlanguage English."; 1997 Estonian Academy of Sciences award for best student research paper (second prize); 1996 Soros/F.C.O. Scholarship for graduate study at Cambridge University

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

Dodona Kiziria

Title/Department: Professor Emeritus, Departments of Slavic Languages and Literatures and Film Studies; (tenured)

Education: PhD, Indiana Univ., 1986; MA, All-Union State Inst. of Cinematography, Moscow, 1970; BA, Moscow State Univ., 1962

Academic Experience: 1973-Present, Professor Emeritus, Indiana University

Overseas Experience: Native of Georgia; IREX visiting scholar to Georgia

Language Proficiency: Georgian 5, Russian 5, French 3, German 2, Czech 2, Hindi 1

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 25%

Area International Studies Courses Taught: R263/563 Russian Literature: Pushkin to Dostoevsky; R264/R564 Russian Literature: Tolstoy to Solzhenitsyn; R352/552 Russian and Soviet Film; R353/553 Central European Cinema; R532 Dostoevsky Language courses taught: R501 Advanced Russian Syntax & Stylisti

Research/Teaching Specialization: 19th and 20th century Russian and Georgia literature; Russian, Soviet, and Georgian cinema; Georgian language and culture

Recent Publications: 2003, Sole author, "Giorgi Saaradze: A Model for Personal Mythmaking." *Saunji* (Georgian magazine); Part I 2000 – Part 2, 2001, Sole author, "Literary Topography of Tbilisi." *Amirani* (Georgian newspaper); 1999, Co-author with Aronson, H, "Georgian Language and Culture: A Continuing Course." Slavica Publishers; 2013, Editor, "Georgian Poetry: Rustaveli to Galaktion." Slavica Publishers; 2008, Sole author, "Beginner's Georgian." Hippocrene Books

Dissertations and/or Theses Supervised over Past Five Years: 0

Distinctions: Frederic Bachman Lieber Memorial Award (1985)

Jerzy Kolodziej

Title/Department: Professor Emeritus, Department of Slavic Languages and Literature; (tenured)

Education: PhD, Indiana Univ., 1962; MA, Indiana Univ., 1965; BA, Indiana Univ., 1962

Academic Experience: 1989-Present, Professor Emeritus, Indiana University

Overseas Experience: Escort-Interpreter for Soviet groups in the United States under auspices of CIEE, two weeks each in 1973, 1975, and 1976; Various other trips to the Soviet Union and its successor states

Language Proficiency: Russian 4, Polish 4

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 25%

Area International Studies Courses Taught: Third- and Fourth-year Russian; Readings in 19th and 20th century literature

Research/Teaching Specialization: 20th century Russian women's literature; Zamyatin

Recent Publications (4): 2000, Sole author, "Elements of the Petersburg Theme in Olesha's Envy." In *In Other Words: Studies in Honor of Vadim Liapunov*, Indiana Slavic Studies, Vol 11, Slavica Publishers with Blackwell, S; Finke, M; Perlina, N; Vernikov, Y Eds.; 2002, Sole author, "Literary Parody as an Instrument of Political Satire." In *Against the Grain: Parody, Satire, and Intertextuality in Russian Literature*, Slavica Publishers with Tucker, JG Ed.; 1993, Sole author, "Julia Voznesenskaia's women with love and squalor." In *Fruits of her plume: essays on contemporary Russian woman's culture*, M.E. Sharpe with Goscilo, H Ed.; 1987, Sole author, "Wladyslaw Reymont." In *The Nobel Prize winners: Literature*, Salem Press, with Magill, FN Ed.

Dissertations and/or Theses Supervised over Past Five Years: 0

Distinctions: 2010, Russian and East European Institute Distinguished Service Award; 2013, the Jerzy Kolodziej Excellence in Teaching Award was established in his honor

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

Nicholas Demetrius Kontovas

Title/Department: Editor and Linguist, Center for Languages of the Central Asian Region; Introductory Turkish Teacher, Summer Language Workshop; (not applicable)

Education: PhD Candidate, Indiana Univ., 2019; MA, Indiana Univ., 2012; BA, Univ. of Chicago, 2008

Academic Experience: 2015-Present, Lecturer, Boğaziçi Univ.; 2012-Present, Introductory Turkish Teacher, Summer Language Workshop, Indiana Univ.; 2012-Present, Editor & Linguist, Center for Languages of the Central Asian Region, Indiana Univ.; 2013-2015, Language Moderator, Speak & More

Overseas Experience: France (sporadically from childhood to present); Greece (sporadically from childhood to present); China (2006); Turkey (2007-present)

Language Proficiency: English 5, French 4, Turkish 4, Uyghur 3, Dari - Afghan Persian 3, Mandarin 3, Greek - Modern 3, Spanish 3, Uzbek 3, Georgian 2, Kurmanji Kurdish 2, Russian 2

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 100%

Area International Studies Courses Taught: Introductory Turkish I & II; Workshop on Ottoman Language & Culture

Research/Teaching Specialization: Urban Immigration/Sociolinguistics; Historical Linguistics; Language Contact and Change; Minority Language Issues; Slang, Jargon, and Secret Languages in Medieval/Modern Central Asia and the former Ottoman Empire

Recent Publications: 2014, Sole author, "Singing around Turkey: An exemplary collection of folk songs." In *Bilingual Turkish/English informational booklet accompanying original audio recordings*, Inner Asian & Uralic National Research Center; 2006, Co-author with Coppola, M; Spaepen, E, "Number signs in adult home sign gesture systems." *Theoretical Issues in Sign Language Research* (TISLR), 9:9 Congreso Internacional de Aspectos Teóricos das Pesquisas nas Linguas de Sinais, Universidade Federal de Santa Catarina Florianópolis

Distinctions: 2003-08, College Dean's List, University of Chicago; 2006, First Place, American College Students in China Chinese Language Speech Competition; 2006, First Place, Chinese Bridge: Chinese Proficiency Competition for Foreign College Students Midwest Division, 2011 Fulbright Research Fellowship

Emily Krauser

Title/Department: Assistant Director of Research and Evaluation, Thomas P. Miller and Associates; (not applicable)

Education: BA, Ball State University, 2006; MA, Indiana Univ. Lilly Family School of Philanthropy, 2008

Academic Experience: 2016-Present, Assistant Director of Research and Evaluation, Thomas P. Miller and Associates; 2008-16, KIDS COUNT Data Program Manager, Indiana Youth Institute; 2011, Adjunct Instructor of Statistics, Indiana University Purdue University, Indianapolis; 2006-08, Graduate Research Fellow, Indiana Univ. Lilly Family School of Philanthropy; 2006, Research Assistant, Ball State University Center for Middletown Research

Overseas Experience: England, Bulgaria

Language Proficiency: Spanish 2

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 10%

Area International Studies Courses Taught: None

Research/Teaching Specialization: Contextualized mixed-methods evaluations that include survey design, distribution and analysis; program data analysis; community benchmarking; and interview and focus group facilitation

Recent Publications (4): 2016, Co-author with Barrett, D., "Evaluation of the Trust for Social Achievement at the America for Bulgaria Foundation." Consult. Thomas P. Miller and Associates; 2018, Sole author, "Evaluation of Esperanza Ministries' Department of Labor Skill UP Grant for Community Health Worker Training." Consult: Thomas P. Miller and Associates [Forthcoming]

Distinctions: Project Lead or Manager for numerous research, evaluation, and technical assistance projects including evaluating federally funded Early Childhood Comprehensive Systems Impact grant programs, completing research projects for institutions of higher education, and designing evaluation methodologies for AmeriCorps programs and k-12 institutions.

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

Niyaz Kurban

Title/Department: Uyghur Language Developer, Center for Languages of the Central Asian Region; (not applicable)

Education: PhD Candidate, Indiana Univ., 2019; MA, Indiana Univ., 2008; MA, Xinjiang Univ., 1996; BA, Xinjiang Univ., 1993

Academic Experience: 2009-Present, Uyghur Language Developer, Center for Languages of the Central Asian Region, Indiana Univ.; 2009-Present, Senior Researcher, Institute of Central Asian Studies, Xinjiang Univ.

Overseas Experience: Born in Xinjiang, PRC

Pedagogy Training for Language: Specialized in Chinese and Turkic translation; received special courses for written interpretation

Language Proficiency: Uyghur 5, Arabic 3, Chinese (Classical) 3, Chinese (Mandarin) 4, Persian 3, Tajik 3, Dari 3, Russian 3

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 100%

Area International Studies Courses Taught: Introductory Uyghur; Advanced Uyghur

Research/Teaching Specialization: Historical linguistics; Inner Asian history; Modern Uyghur language

Recent Publications: 2016, Co-author, with Nazarova, G, "Uyghur: An Intermediate Textbook."

Georgetown University Press; 2013, Co-author with Nazarova, G, "Uyghur: An Elementary Textbook."

Georgetown University Press; 2002, Sole author, "On'gin menggu texidikui birqanche mesile [Some problems in the On'gin Inscription]." *Xinjiang Universiteti Ilmi Jorili* [Journal of Xinjiang University]; 2001, Sole author, "Ashide Yuanchen we Tonyuquq [Ashide Yuanchen and Tonyuquq: Who was who]." *Xinjiang Ijtimai Penler Tetqiqati* [Social Science in Xinjiang]

Dissertations and/or Theses Supervised over Past Five Years: 0

Distinctions: Ford Foundation International Fellowship Program (IFP), 2005-2008; Sasakawa Young Leadership Grant (Japan), 2000; Sasakawa Foundation Research Grant, Japan, 1998; Sasakawa Young Researchers Grant, 1995-96; Xinjiang University Best Graduation Grant, 1993

Hiroaki Kuromiya

Title/Department: Professor of History, Department of History; (tenured)

Education: PhD, Princeton Univ., 1985; MA, Tokyo Univ., 1979; BA, Tokyo Univ., 1977

Academic Experience: 1990-Present, Professor of History, Indiana University

Overseas Experience: Russia, Ukraine, England, Germany, France, Japan, Georgia, China, Poland, Austria, Sweden, Finland, Holland, Serbia, Bulgaria, Hungary, Slovenia, Croatia, Czech Republic, Slovakia, Latvia, Estonia, Switzerland, Italy, Turkey

Language Proficiency: Japanese 5, Russian 3, Ukrainian 3, German 2, French 2, Polish 2, Chinese 1, Mongolian 1, Belarusian 1

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 10%

Area International Studies Courses Taught: D320/R500 Modern Ukraine; H640 Russian

Historiography; J300 World War II; D310/R500 Russian Revolution and Soviet Regime; H640 Soviet History; H740 Seminar in Russian History; D200 Russian History through Films; J300 Stalin and Mao; J300 The Cold War

Research/Teaching Specialization: 20th century Ukrainian history, Stalinism, and modern Russian history

Recent Publications: 2016, Co-author with Mamoulia, G, "The Eurasian Triangle: Russia, the Caucasus, and Japan, 1904-1945." De Gruyter Open; 2015, Sole author, "Зрозуміти Донбас [Understand the Donbass]." Дух і літера [The Spirit of the letter]; 2012, Sole author, "Conscience on Trial: The Fate of Fourteen Pacifists in Stalin's Ukraine, 1952-1953." University of Toronto Press; 2009, Co-author with Peplowski, A, "Między Warszawą a Tokio: Polsko-Japońska współpraca wywiadowcza 1904--1944." Adam Marszałek; 2007, Sole author, "The Voices of the Dead: Stalin's Great Terror in the 1930s." Yale University Press

Dissertations and/or Theses Supervised over Past Five Years: 3

Distinctions: None

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

Edward J. Lazzerini

Title/Department: Academic Specialist, Volga-Ural and Siberian Studies; Crimean Studies; Director, Inner Asian and Uralic National Resource Center, Denis Sinor Research Institute for Inner Asian Studies; (not applicable)

Education: PhD, U. of Washington, Seattle, 1973; MA, Fordham Univ., 1967; BA, Trinity College, 1965

Academic Experience: 2002-Present, Academic Specialist, Central Eurasian Studies, Indiana Univ.

Overseas Experience: Research in Russia, Ukraine (especially Crimea), Tatarstan, Azerbaijan, Turkey, China, England, France, Germany, Austria, Finland

Language Proficiency: English 5, Russian 3, French 3, German 2, Modern Turkish 2, Ottoman Turkish 1, Crimean Tatar 2, Volga Tatar 2, Italian 1

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 100%

Area International Studies Courses Taught: Islam and Modernity in Central Eurasia, 1850-2008; Rus, Khazars, and Bulgars: Ambition and Competition in the Heart of Central Eurasia, 8th-13th Centuries; Russia and its Orient, 1552-1914; The Volga-Kama Region, 13th-19th Centuries; Empires at Odds: Russia and China from the Treaty of Nerchinsk to 1914

Research/Teaching Specialization: Ismail Bey Gasprinskii and Turkic Modernism; The Cartoon and Turkic Public Opinion in Late Imperial Russia; From Tajdid to Jadid: the Varieties and Evolution of Tatar Thought, 1750-1931

Recent Publications (5): 2008, Sole author, "Theory, Like Mist on Glasses...: A Response to Laura Adams." *Central Eurasian Studies Review* 7(2); 1995, Editor, "The supplement to The modern encyclopedia of Russian, Soviet and Eurasian history." Vol 2-3, Academic International Press; 1999, Sole author, "Revolution." Greenwood Press

Dissertations and/or Theses Supervised over Past Five Years: 40

Distinctions: Treadgold Memorial Lecturer for 2003, The University of Washington; Visiting Scholar, Middle East Studies Center, Univ. of Michigan (November 1995); Research Grant, National Council for Eurasian and East European Research (1992-1994); Scholar-in-Residence, Middle East Center, The Univ. of Utah (1990); Faculty Excellence in Teaching Award, University of New Orleans (1985); Research Grant, NEH (Summer 1977); Research Grant, International Research and Exchanges Board (1973-1974)

Tserenchunt Legden

Title/Department: Senior Lecturer, Department of Central Eurasian Studies; (non-tenure track)

Education: PhD Candidate, National Univ. of Education; MA, Univ. of Humanities, Ulaanbaatar, Mongolia, 1997; BA, Pedagogical Inst. of Irkutsk, Russia, 1980

Academic Experience: 2014-Present, Senior Lecturer, Central Eurasian Studies, Indiana University; 2009-2014, Lecturer, Central Eurasian Studies, Indiana University; 2004-2009, Visiting Lecturer, Indiana University; 2000-2004, Director, Bridge International College, Ulaanbaatar, Mongolia

Overseas Experience: Born in Mongolia, educated in Russia and Mongolia. Participant in Asian Congress on Language Learning, Chiang Mai, Thailand, 2004; Participant and Mongolian Language/Culture Instructor for Korean Overseas Volunteers' trainings in South Korea, 1999

Pedagogy Training for Language: Participant in workshops on the Teaching of Foreign Languages at IU, 2004-present; Grad. of English Language Intensive Program for Grad. Students, Mongolian National Univ., Ulaanbaatar, Mongolia, 1994-96; Participant in training on teaching Intensive Russian, Academy of Management, Moscow, 1984; Grad. of advanced program on methodology of teaching foreign languages, Pushkin's Inst. of Russian Language, Moscow, 1982-84

Language Proficiency: Mongolian 5, Russian 4, English 4

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 100%

Area International Studies Courses Taught: Introductory Mongolian; Intermediate Mongolian; Advanced Mongolian; Intensive Introductory Mongolian at Summer Language Workshop (formerly SWSEEL); Post-Advanced Mongolian

Research/Teaching Specialization: Second Language Acquisition; Teaching Mongolian as a foreign language; the phonology of Mongolian; Bilingual dictionary; Comparative study of Mongolian and English

Recent Publication (3)s: 2016, Co-author with Purev, U, "Mongolian - English, English - Mongolian pocket dictionary." Ulaanbaatar; 2008, Co-author with Luethy, S, "Sain baina uu? Mongolian Language Textbook Three." T and U Publishing;

Distinctions: Order of the Polar Star of the Republic of Mongolia, 2011; Excellence in Education National Award, Ministry of Education, Culture and Science, Mongolia, 2000

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

Wen-Ling Liu

Title/Department: Librarian for East Asian and Tibetan Studies, Herman B. Wells Library; (not applicable)

Education: MLS, Indiana University, 1983; BA, Tamkang University, 1974

Academic Experience: 2001-Present, Librarian for East Asian and Tibetan Studies, Indiana University

Overseas Experience: Taiwan (born and educated)

Language Proficiency: Chinese 3, English 3, Japanese 1, Korean 1

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 25%

Area International Studies Courses Taught: Area and International Studies Librarianship

Research/Teaching Specialization: Collection development within East Asian studies and comparative studies of library transformations across the regions in East Asia. (China, Japan, and Taiwan)

Recent Publications: 2016, Sole author, "A Path of Growth: the Korean Collection at Indiana University." *Trends in Overseas Korean Studies Libraries* (16); 2016, Co-author with Doll, VF, "Council on East Asian Libraries Statistics 2014-2015 For North American Institutions." *Journal of East Asian Libraries* 2016(162); 2014, Co-author with Doll, VF "Introduction to CEAL Online Statistics II." Webinar; 2013, Co-author with Doll, VF "2011-2012 CEAL Statistical Report." *Journal of East Asian Libraries* 2013(156); 2010, Sole author, "The East Asian Collection at Indiana University." In *Collecting Asia : East Asian libraries in North America, 1868-2008*, Association for Asian Studies, Inc. with Zhou, PX Ed.

Distinctions: None

Paul Losensky

Title/Department: Professor, Central Eurasian Studies; Professor, Comparative Literature; (tenured)

Education: PhD, Univ. of Chicago, 1993; BA, Univ. of Chicago, 1979

Academic Experience: 1994-Present, Professor, Central Eurasian Studies and Comparative Literature, Indiana University

Overseas Experience: Egypt, Jordan, Tajikistan, Iran

Language Proficiency: Standard, Colloquial Iranian 3, Tajik Persian 3, Arabic 2, Spanish 2, French 1, German 1, Turkish 1

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 50%

Area International Studies Courses Taught: Elementary, intermediate, and advanced Persian; Research in Classical Persian Texts (various topics); Persian Mystical Literature (in English); Literature and Cinema of Modern Iran (in English); Journeys in the Thousand and One Nights; Poetics of Mystics

Research/Teaching Specialization: Persian literature and literary history, in particular the literature of the 16th and 17th centuries in Iran, India, and Central Asia; literature, architecture, and topography; Sufism and literature

Recent Publications: 2012, Co-translator and introduction, Shurma, S, "In the Bazaar of Love: The Selected Poetry of Amīr Khusrāu." Penguin Classics; 2014, Sole author, "Vintages of the Sāqī-nāma: Fermenting and Blending the Cupbearer's Song in the Sixteenth Century." *Iranian Studies* 47(1); 2013, Sole author, "To Revere, Revise, and Renew: Šā'ib of Tabriz Reads the Ghazals of Rūmī." *Mawlana Rumi Review* 4; 2011, Sole author, "Coordinates in time and space : architectural chronograms in Safavid Iran." In *New perspectives on Safavid Iran: empire and society*, Routledge with Mitchell, CP Ed.; 2009, Sole author, "Poetics and Eros in Early Modern Persia: The Lovers' Confection and The Glorious Epistle by Muhtasham Kāshānī." *Iranian Studies* 42(5)

Dissertations and/or Theses Supervised over Past Five Years: 4

Distinctions: None

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

Marjorie A. Lyles

Title/Department: Professor of International Strategic Management, Kelley School of Business Indianapolis; Chancellor's Professor, Kelley School of Business Indianapolis (tenured)

Education: PhD, U. of Pittsburgh, 1977; MLS, U. of Pittsburgh, 1971; BS, Carnegie Mellon U., 1969

Academic Experience: 1990-Present, Professor of International Strategic Management, Indiana University – Purdue University Indianapolis

Overseas Experience: Visiting Professor/Scholar at the following: Nat. Inst. of Development Admin., Thailand; European Inst. of Business Admin., France; Universiti Sains, Malaysia; U. of St. Gallen, Switzerland; Distinguished Visiting Professor, Cambridge Univ.

Language Proficiency: English 5

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 25%

Area International Studies Courses Taught: D594 Competitive Strategy in Global Industries; W516 Organizational Development and Change; D546 China in Transition

Research/Teaching Specialization: International strategy; joint ventures and alliances; organizational learning; performance of foreign direct investment projects

Recent Publications (5): 2003, Co-editor "The Blackwell Handbook of Organizational Learning and Knowledge Management." Wiley-Blackwell with Easterby-Smith, M Ed.; 2000, Co-author with Steensma, HK, "Explaining IJV survival in a transitional economy through social exchange and knowledge-based perspectives." *Strategic Management Journal* 21(8); 2004, Co-author with Dhanaraj, C; Steensma, HK; Tihanyi, L, "Managing tacit and explicit knowledge transfer in IJVs: the role of relational embeddedness and the impact on performance." *Journal of International Business Studies* 35(5)

Dissertations and/or Theses Supervised over Past Five Years: 0

Distinctions: John Ryan Award, 2011; Acad. of Intl. Business Fellow, 2005; Research Fellow, Tobias Leadership Ctr., IU; Outstanding Faculty Research Award, IU Kelley School of Business, 2005; Best paper 2004, Acad. of Intl. Business, Stockholm; Best Paper finalist, Nat. Academy of Management, 2004

Paul Marer

Title/Department: Professor Emeritus of International Business, Kelley School of Business. Appointed 1975.

Education: PhD, Univ. of Pennsylvania, 1968; MA, Univ. of Pennsylvania, 1962; BA, Florida Southern College, 1961

Overseas Experience: Soviet Union, Russia, Uzbekistan, Turkmenistan, Tajikistan, Kazakhstan, Turkey

Language Proficiency: Hungarian 3

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 50%,

Area International Studies Courses Taught: D301 International Business Environments; D503 Essentials of International Business; D504 International Business Operations; D545 International Business Management of Russia and Eastern Europe in Transition; D546 China in Transition (continuation of D545--China case study compared to Russia and East Europe); X699 Doctoral Seminar in International Business.

Research/Teaching Specialization: Economic transformation of former centrally planned economies; business cultures in market and transforming economies

Recent Publications (6): "Hungary's Economic Transformation, 1990-1998," Dilemmas of Transformation: The Hungarian Experience (1999); "Tungsum," Corporate Government in Central Eastern Europe: Case Studies of Firms in Transition (1998); "Introducing Culture in Business Courses," Cibernewsletter (1998); "Foreign Investment Brings a Clash of Cultures," Transition 8:1 (World Bank, 1997)

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

Terrence C. Mason

Title/Department: Professor and Dean, School of Education; (tenured)

Education: PhD, U. of California, LA, 1986; MA, U. of California, LA, 1982; BA, U. of California, LA, 1972

Academic Experience: 2004-Present, Professor of Curriculum and Instruction, Indiana Univ.; 2000-2004, Associate Professor of Curriculum and Instruction, Indiana Univ.; 1994-2000, Assistant Professor of Curriculum and Instruction, Indiana Univ.

Overseas Experience: More than two decades at IU with service as Director of the Center for Social Studies and International Education, Associate Dean of Faculties, and Associate Vice Provost for Research. Delivered conference presentations and keynote addresses in more than 20 countries.

Language Proficiency: French 3, Spanish 2

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 25%

Area International Studies Courses Taught: EDUC-J500 – Curriculum in the Context of Instruction; EDUC-E325 - Social Studies in the Elementary Schools

Research/Teaching Specialization: Civic education; teacher preparation; and social studies curriculum

Recent Publications (4): 2012, Co-author, Co-editor with Helfenbein, RJ, "Ethics, international curriculum work, and the practice of freedom." In *Ethics and International Curriculum Work: The Challenges of Culture and Context*, Information Age Publishing with Helfenbein, RJ Ed., Helfenbein, RJ; 2010, Co-author with Delandshere, G, "Citizens not research subjects: Toward a more democratic civic education inquiry methodology." *Inter-American Journal of Education for Democracy*, 3(1)

Dissertations and/or Theses Supervised over Past Five Years: 4

Distinctions: Teaching Excellence Recognition Award, School of Education, 1998

Vicky J. Meretsky

Title/Department: Professor, School of Public and Environmental Affairs; Director, Environmental Masters Programs; (tenured)

Education: PhD, Univ. of Arizona, 1995; MSc, Univ. of Arizona, 1993; MSc, Humboldt State Univ., 1988; BSc, Cornell Univ., 1980

Academic Experience: 2014-Present, Professor, SPEA, IU; 2013-Present, Affiliate Assoc. Professor, Integrated Program on the Environment, IU; 2009-Present, Affiliate Assoc. Professor, Maurer School of Law, IU

Overseas Experience: Research in Azerbaijan, Kyrgyzstan, Kazakhstan, Israel, and Mexico, Study-abroad programs in Russia (Siberia) and Vietnam

Language Proficiency: French 2, Spanish 2, Russian 2

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 10%

Area International Studies Courses Taught: Climate Change Impacts to Natural Resources; Capstone Course

Research/Teaching Specialization: Conservation of natural resources in Central Asia/other developing areas; conservation planning; conservation of biodiversity in managed landscapes; resolving conflicts between endangered species and ecosystem mgmt.

Recent Publications (4): 2017, Co-author with Fischman, RL; Freeman, K; Lamm, A; Missik, L; Salmon, S, "An Evaluation of U.S. National Wildlife Refuge Planning for Off-Road Vehicle Use." *Journal of Fish and Wildlife Management* 8(1); 2015, Co-author with Farmer, J; Knapp, D; Chancellor, C; Fischer, B, "Human Dimensions of Private Land Conservation: Placing Conservation Easements." *Landscape and Urban Planning* 138

Dissertations and/or Theses Supervised over Past Five Years: 0

Distinctions: Volunteer of the Year, Sycamore Land Trust (2017); Director, SPEA Scholars of Global Citizenship Program; Trustees Teaching Award (2012, 2009, 2007, 2005, 2003), IU; SPEA Outstanding Teaching Award (2010, 2002, 1998), IU; Member, Technical Advisory Committee on Herpetofauna

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

Ruth Meserve**Title/Department:** Independent Scholar**Education:** PhD, Indiana Univ., 1987; MA, Indiana Univ., 1983; BA, Univ. of Kansas, 1966**Overseas Experience:** Mongolia, China, Eastern Europe, former Soviet Union**Percentage of Time Dedicated to Inner Asian and Uralic Studies:** 100%**Research/Teaching Specialization:** Mongolian livestock breeding, traditional Mongolian medicine, traditional nomadic culture**Recent Publications (6):** Editor: *The Black Master: Essays on Central Eurasia in Honor of György Kara on His 70th Birthday*, with Stéphan Grivelet, Agnes Birtalan, and Giovanni Stary, (Wiesbaden: Harrassowitz Verlag, 2005); "A Mongolian Medicinal Plant List," *Journal de la Société Finno-Ougreinne* 90 (2004): 67-100; "The Snowcocks of Central Asia and Mongolia," in *The Black Master: Essays on Central Eurasia in Honor of György Kara on His 70th Birthday*, edited by Stéphan Grivelet, Ruth E. Meserve, Agnes Birtalan, and Giovanni Stary, (Wiesbaden: Harrassowitz Verlag, 2005), pp. 75-83**John L. Mikesell****Title/Department:** Chancellor's Professor Emeritus, School of Public and Environmental Affairs; (tenured)**Education:** PhD, U. of Illinois-Urbana, 1969; MA, U. of Illinois-Urbana, 1965; BA, Wabash College, 1964**Academic Experience:** 2008-Present, Chancellor's Professor, School of Public and Environmental Affairs, Indiana Univ.; 1978-08, Professor, SPEA, Indiana Univ.; 1973-78, Associate Professor, SPEA, Indiana Univ.; 2004-10, Managing Dir. of Prof. Graduate Programs and Dir. of Master of Public Affairs program, Indiana Univ.**Overseas Experience:** World Bank Public Expenditure Review, appraisal mission, Dushanbe, Tajikistan, 2002; Volga Region Academy for Civil Service, Saratov, Russia for lecturing/review of curriculum, 2002; Senior Research Fellow, Peking U. Lincoln Inst. Ctr. for Urban Dev.**Language Proficiency:** English 5**Percentage of Time Dedicated to Inner Asian and Uralic Studies:** 25%**Area International Studies Courses Taught:** Public Budgeting and Finance; Seminar in Revenue Theory and Administration; Developing a Market Value-Based System for Taxation of Real Property in the Russian Federation**Research/Teaching Specialization:** Governmental finance, especially questions of policy and admin. of sales and property taxation; state lotteries; public finance in countries of the former Soviet Union**Recent Publications:** 2017, Co-author with Liu, C; Moldogaziev, TT, "Corruption and State and Local Government Debt Expansion." *Public Administration Review*, 77(5); 2014, Co-author with Ermasova, N; Ermasov, S, "Impact of Recession on Total Revenue of Regional Governments in Russia." *Business Systems and Economics* (Lithuania) 4(2)**Dissertations and/or Theses Supervised over Past Five Years:** 0**Distinctions:** 2015 Steven D. Gold Award by the Nat. Tax Assoc., the Assoc. for Public Policy Analysis and Management and the Nat. Conference of State Legislatures; Inaugural Recipient of (2015) John L. Mikesell Excellence Award, SPEA Student Choice Awards; Chief of party and chief economist, Barents Group U.S. Aid Fiscal Reform Project in Ukraine. (1995) and resident director of intergovernmental fiscal reform program. Georgia State Univ. U.S. Aid Fiscal Reform Project in Russian Fed. (1998-99)

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

Jason Sion Mokhtarian

Title/Department: Assistant Professor of Religious Studies and Jewish Studies, Indiana Univ.; (tenure track)

Education: PhD, Univ. of California, Los Angeles, 2011; MA, Univ. of California, Los Angeles, 2007; MA, Univ. of Chicago, 2004; BA/AM, Univ. of Chicago, 2001

Academic Experience: 2011-Present, Assistant Professor of Religious Studies and Jewish Studies, Indiana Univ.; 2011-Present, Adjunct Professor of Central Eurasian Studies, Ancient Studies, Islamic Studies, Near Eastern Languages and Cultures, Indiana Univ.

Overseas Experience: Israel

Language Proficiency: Hebrew 3, Aramaic 3, Middle Persian 3, Old Persian 3, New Persian 3, Avestan 3, Arabic 3, French 3, German 3

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 25%

Area International Studies Courses Taught: Introduction to Judaism; Introduction to Jewish History: From the Bible to the Spanish Expulsion; Jews, Christians, and Others in Late Antiquity; Torah, Temple, and God in Ancient Judaism; Rabbinic Judaism: Literature and Beliefs

Research/Teaching Specialization: Jewish studies and Iranian studies: Jews of late antiquity; Rabbinics; Talmud in its Sasanian context; Aramaic incantation bowls; Second Temple Judaism; history of the Jews of Persia; ancient Iranian history

Recent Publications(3): 2015, Sole author, "Rabbis, Sorcerers, Kings, and Priests: The Culture of the Talmud in Ancient Iran." University of California Press; 2015, Sole author, "Excommunication in Jewish Babylonia: Comparing Bavli Mo'ed Qaṭan 14b-17b and the Aramaic Bowl Spells in a Sasanian Context." *Harvard Theological Review* Eds. 108(04);

Dissertations and/or Theses Supervised over Past Five Years: 0

Distinctions: Fndn. for Jewish Culture, Cohen Doctoral Dissertation Fellowship in Jewish Studies, 2010-11; Memorial Fndn. for Jewish Culture, Intl. Dissertation Scholarship for Jewish Studies, 2010-11; Lady Davis Graduate Research Fellowship, Hebrew University of Jerusalem, 2005-06

Richard Nance

Title/Department: Associate Professor of Religious Studies, Department of Religious Studies; Adjunct Associate Professor of Central Eurasian Studies, Department of Central Eurasian Studies; (tenured)

Education: PhD, University of Chicago, 2004; MA, University of Chicago, 2004; BFA, New York University, 1991

Academic Experience: 2007-Present, Associate Professor of Religious Studies, Indiana University

Overseas Experience: Approximately 7 months in Mongolia; 4-5 months in Buryatia, 1 month in India, 1 month in Nepal, 1 month in China; 2 weeks in Thailand

Language Proficiency: English 5, Sanskrit 4, Classical Tibetan 4, Pali 3, French 3, German 3

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 50%

Area International Studies Courses Taught: Introduction to Buddhism; Tantric Buddhism; Buddhist Philosophy in India; Seeing the Buddha: Buddhist Art in India and Tibet; Embodying Nirvāṇa

Research/Teaching Specialization: Indian and Tibetan Buddhism; Commentarial Rhetoric and Practice; Buddhist Philosophy in Comparative Perspective

Recent Publications: 2015, Sole author, "Mindsets and Commentarial Conventions among Indian Buddhists." *Journal of the American Academy of Religion* 83(1); 2015, Sole author, "How to Address Kings: Buddhist Letters to Indian Rulers." *Revue d'Études Tibétaines* (31); 2013, Sole author, "The Voice of Another: Speech, Responsiveness, and Buddhist Philosophy." In *A Companion to Buddhist Philosophy*, Wiley-Blackwell with Emmanuel, S Ed.; 2013, Sole author, "Buddhist Hermeneutics." In *Oxford Bibliographies Online*, Oxford University Press; 2012, Sole author, "Speaking for Buddhas: Scriptural Commentary in Indian Buddhism." Columbia University Press

Dissertations and/or Theses Supervised over Past Five Years: 0

Distinctions: Trustee's Teaching Award, Indiana University Department of Religious Studies; Luce Dissertation Fellowship, Divinity School, University of Chicago; Individual Research Grant, Committee on Southern Asian Studies, University of Chicago; Summer Language Fellowship, University of Virginia

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

Gulnisa Nazarova

Title/Department: Senior Lecturer, Department of Central Eurasian Studies; Uyghur Language Developer, Center for Languages of the Central Asian Region; (non-tenure track)

Education: PhD, Institute of Linguistics, 1992; BA/MA, Ivanovo State University, 1987

Academic Experience: 2005-Present, Senior Lecturer, Central Eurasian Studies, Indiana University; 2005-Present, Uyghur Language Developer, CeLCAR, Indiana University; 2012-2013, Uyghur Language Test Editor, Defense Language Institute

Overseas Experience: None

Language Proficiency: Uyghur 5, Russian 5, Uzbek 4, Turkish 4, English 4

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 100%

Area International Studies Courses Taught: Teaching of Introductory, Intermediate, Advanced, ADLS Uyghur and Developing learning materials and Proficiency Testing at CeLCAR

Research/Teaching Specialization: Uyghur language; Comparative lexicology of Turkic languages; Problems of Etymology; Ethnography; Methods of Teaching

Recent Publications: 2016, Co-author with Niyaz, Q, "An Intermediate Uyghur textbook Voices from the Tengritagh." Georgetown University Publishing House; 2013, Co-author with Niyaz, Q, "An Elementary Uyghur Textbook Voices from the Tengritagh." University Press; 2003, Sole author, "Teaching manual: Lexicology of Turkish language." Tashkent; 2000, Sole author, "Teaching manual: Introduction to Linguistics." Tashkent; 2015, Sole author, "Teaching Uyghur at Indiana University (in French and Uyghur)." Uyghurlargha Nezer, Paris, France

Distinctions: 2015 Indiana University Trustees Teaching Award in the At-Large NTT Faculty competition

Narges Nematollahi

Title/Department: Associate Instructor, Department of Central Eurasian Studies; Lecturer, Summer Language Workshop; (non-tenure track)

Education: PhD Candidate, Indiana University, 2019; MA, Tehran University, 2011; MA, University of Tehran, 2010; BS, Isfahan University of Technology, 2007

Academic Experience: 2012-Present, Associate Instructor, Indiana University

Overseas Experience: Iran (native) and England (London for university studies)

Language Proficiency: Persian 5, English 4, German 1, French 1, Russian 1

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 100%

Area International Studies Courses Taught: Intermediate and Beginning Persian

Research/Teaching Specialization: Iranian linguistics; Historical development of Iranian languages

Recent Publications (5): 2018, Sole author, "Have-progressive in Persian: a case of pattern replication?" *Diachronica: International Journal for Historical Linguistics*, 35(1); 2014, Sole author, "Development of the progressive construction in Modern Persian." Proceedings of the 1st Conference on Central Asian Languages and Linguistics (ConCALL) with Özçelik, Ö; Kent, AK Eds. 1

Distinctions: Graduate Conference Travel Award IU; Iranian Fellowship; German Academic Exchange Service (DAAD); Soudavar Foundation Scholarship

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

Martha Nyikos

Title/Department: Associate Professor of World Languages & ESL Education, Literacy, Culture & Language Education Department; Program Area Chair, World Language and ESL Teacher Education; (tenured)

Education: PhD, Purdue Univ., 1987; MA, Univ. of Pittsburgh, 1979

Academic Experience: 1987-1993, Assistant Professor of Language Education, Indiana Univ.; 1994-present, Associate Professor, Literacy, Culture & Language Education, Indiana Univ.; 2000-2003, Chair, Language Education Department, Indiana Univ.

Overseas Experience: Teacher professional development: English Language Specialist, U.S. Dept. of State (Senegal 2004; Mali 2005); Visiting Scholar, Baku State, Azerbaijan, Spring 2001; Budapest, Visiting Scholar, 1995 & 2005; Fulbright to Cameroon, 1995; Xian China, 1988

Pedagogy Training for Language: MA, linguistics; PhD Foreign Lang Education; TESOL Certification; OPI training; workshops-multiple teacher professional development for other universities and organizations abroad

Language Proficiency: Hungarian 4, German 3

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 40%

Area International Studies Courses Taught: Heritage Language Maintenance & Development; Advanced Study of Language Teaching; Strategies-Based Language Learning and Teaching; Issues in Language Education; Innovations in Foreign Language Instruction; Issues in Bilingual Education; Bilingualism, Mult

Research/Teaching Specialization: Cognitive and socialization factors in language learning; strategies of foreign language students; collaboration, constructivist approaches & resistance factors in teacher development; Heritage language maintenance

Recent Publications: Co-author with Newman, KL, "Self-assessment of Linguistic Ability and Strategy Use by Minority Speakers of Mandarin in China." *NCOLCTL Journal of Less Commonly Taught Languages* [Forthcoming]; 2015, Sole author, "Bilingualism and family: Parental beliefs; child agency." *Journal of Sustainable Multilingualism* 5; 2015, Co-author with Dimitrieska, V. "A Model for Community-based Language Teaching to Young Language Learners: The Impact of University Outreach." *Journal of the National Council of Less Commonly Taught Languages* 14(2)

Dissertations and/or Theses Supervised over Past Five Years: 17

Distinctions: none

Christine Ogan

Title/Department: Professor Emerita, School of Informatics, Computing and Engineering; Affiliated Professor Emerita, Department of Near Eastern Languages and Cultures; (tenured)

Education: PhD, Univ. of North Carolina, Chapel Hill, 1976; MA, Bowling Green Univ., 1964; BS, Bowling Green Univ., 1963

Academic Experience: 1994-Present, Professor Emerita of Journalism, Indiana Univ.; 2000-Present, Professor Emerita of Informatics, Indiana Univ.; 2000-2003, Associate Dean for Graduate Studies and Research, Indiana Univ.

Overseas Experience: Visiting Scholar appts.: Izmir Ekonomi U., Izmir, Turkey, 2014; Faculty of Social Science, KU-Leuven, Belgium, 2013, 2014, 2015; Dept. of Comm. Studies, Baptist U., Hong Kong, 2012; Comm. Faculty, Bahçeşehir U., Beşiktaş, Istanbul, Turkey 2011-12

Language Proficiency: Turkish 3

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 40%

Area International Studies Courses Taught: Intercultural Communication

Research/Teaching Specialization: Issues at the intersection of communication technologies and communication practices of the Turkish Diaspora in Europe, communication and social movements among the Turkish diaspora

Recent Publications (4): 2018, Co-author with Kaptan, Y, "Laughing with tear gas in our eyes: use of satirical humor in the Gezi Park social movement in Turkey." In *From Tahrir Square to Ferguson: social networks as facilitators of social movements*, Peter Lang with Dee, J Ed

Dissertations and/or Theses Supervised over Past Five Years: 0

Distinctions: Distinguished Scholar Award, Office for Women's Affairs, IU, 2001-02; Park Distinguished Professor, School of Journalism and Mass Communication, University of North Carolina at Chapel Hill, 2002; Fulbright Senior Lecturer and Researcher, 1997, Middle East Technical University, Ankara, Turkey

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

Öner Özçelik

Title/Department: Associate Professor, Department of Central Eurasian Studies; Director, Center for Languages of the Central Asian Region; (tenured)

Education: PhD, McGill Univ., 2012; MA, Univ. of Pittsburgh, 2006; BA, Boğaziçi Univ., 2004

Academic Experience: 2018-Present, Associate Professor of Turkic and Central Asian Linguistics and Second Language Acquisition, Indiana Univ.; 2012-2018, Assistant Professor of Turkic and Central Asian Linguistics and Second Language Acquisition, Indiana Univ.

Overseas Experience: Canada (PhD); Turkey (BA)

Language Proficiency: Turkish 5, English 5, Azerbaijani 4, Turkmen 3, French 2, German 2, Uyghur 2, Mandarin 1, Kazakh 1, Kyrgyz 1, Uzbek 1,

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 100%

Area International Studies Courses Taught: Central Eurasian Languages; Central Eurasian Languages and Cultures; Intro to Turkey; Structure of Turkish; Intro Turkish; Intermediate Turkish

Research/Teaching Specialization: Phonology and phonetics (with an emphasis on prosody); Central Asian linguistics; second language acquisition with an emphasis on Turkish and Turkic languages; prosody-syntax interface; phonology-morphology interface

Recent Publications: 2018, Sole author, "Interface Hypothesis and the L2 acquisition of quantificational scope at the semantics-syntax-pragmatics interface." *Language Acquisition* 25(2); 2017, Co-author with Sprouse, RA, "Emergent knowledge of a universal phonological principle in the L2 acquisition of vowel harmony in Turkish: a 'four'-fold poverty of the stimulus in L2 acquisition." *Second Language Research* 33(2); 2017, Sole author, "The Foot is not an obligatory constituent of the Prosodic Hierarchy: 'stress' in Turkish, French and child English." *The Linguistic Review* 34(1); 2015, Sole author, "'Stress' or 'Intonational prominence'? Word accent in Kazakh and Uyghur." *Turkic Languages* 19

Dissertations and/or Theses Supervised over Past Five Years: 4

Distinctions: 2015 Trustees Teaching Award, IU; 2013 Trustees Teaching Award, IU; 2008 Faculty of Arts Grad. Student Teaching Award, McGill Univ.; 2005 Faculty of Arts and Sciences Graduate Student Teaching Award Finalist, Univ. of Pittsburgh; 2010 Lara Riente Memorial Prize, Dept. of Linguistics, McGill Univ.; 2009 EUROSIA student presenter award, Cork, Ireland; 2006 Robert T. Henderson Endowment Fund Award, University of Pittsburgh

K. Anne Pyburn

Title/Department: Provost Professor, Anthropology; (tenured)

Education: PhD, Univ. of Arizona, 1989; MA, Univ. of Arizona, 1986; BA, Reed College, 1978

Academic Experience: 1990-1996, Assistant Professor, Indiana Univ.–Purdue Univ. Indianapolis; 1997-2003, Associate Professor, Indiana Univ.; 2004-Present, Professor, Indiana Univ.

Overseas Experience: Belize (35 years archaeology & ed), Kyrgyzstan (12 yrs museums & excav), Peru (3 mos arch survey), Ghana, Togo, Burkina Faso (3 mos econ. anthro), Yemen (women in develop), Brazil (grad ed), India (develop), Kazakhstan (excav) Mexico, Colombia (biology)

Language Proficiency: Spanish 3

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 50%

Area International Studies Courses Taught: Ancient Maya, Bronze Age Central Asia

Research/Teaching Specialization: research ethics, women in civilization, community museums, community engaged research, agricultural sustainability

Recent Publications(4): 2017, Co-editor, "Collision or Collaboration: Archaeology Encounters Economic Development." Springer International Publishing with Gould, P Ed.; 2017, Sole author, "Authentic Kyrgyzstan: Top-Down Politics Meet Bottom-Up Heritage." *International Journal of Heritage Studies* 24(7)

Dissertations and/or Theses Supervised over Past Five Years: 16

Distinctions: Fulbright Workshop, DC; Provosts Professorship; Tracy M. Sonneborn Award; James P. Holland Award; Burana Medal, Kyrgyz Sacred Heritage Association; Leverhulme Fellowship, Univ. College London; Fulbright Senior Specialist to Brazil; Society for American Archaeology Presidential Award; School of American Research Summer Resident Fellow, COAS Teaching Award; Network Excellence in Teaching; Fulbright Research Award to Belize

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

Gedun Rabsal

Title/Department: Senior Lecturer in Tibetan Language, Department of Central Eurasian Studies; (non-tenure track)

Education: Research Fellow, Central Institute of Higher Tibetan Studies, 1998; Pharchin rabjam, Gadan Jangtse College, 1992; Tibetan Traditional Education, Rongwo Monastery, Rebkong, Tibet, 1987

Academic Experience: 2002-Present, Senior Lecturer, Central Eurasian Studies, Indiana Univ.; 1996-2001, Editor, *Bod-kyi-dus-bab* (*Tibet Times*), Dharamsala, HP, India; 1999-2001, Reporter, Radio Free Asia, Dharamsala, HP, India; 1993-1996, Research Fellow, Central Institute of Higher Tibetan Studies, Varanasi, UP, India

Overseas Experience: Born in Tibet; conferences and research in India, the Netherlands, and the U.S.

Foreign Language Proficiency: Tibetan 5, English 3, Hindi 3

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 100%

Area International Studies Courses Taught: Introductory Tibetan; Intermediate Tibetan; Advanced Tibetan; Practical Tibetan; Tibetan Poetics; History of Tibetan Literature

Research/Teaching Specialization: Investigating the conceptual underpinnings of the five minor fields of knowledge (poetics, composition, synonymics, drama, and astrology) which were pioneered by Sa skya Paṇḍita as fields of study in 13th century

Recent Publications (5): 2015, Sole author, "btsan byol gyi bod yig dus deb [A History of Tibetan Journals in Exile]." Trace Foundation's Latse Newsletter; 2014, Sole author, "dge dbang rgyal po yin pa'i khungs'tshol ba [On the Tibetan sources claiming the Indian master Kshemendra (11th century) as being a Dharma-Raja]." Amnyemachen Institute, Dharamasala, India; 2014, Translator, "shong ston rdo rje rgyal mtshan's mi tshe bskyar du 'tshol ba" [The Life and Works of ShongSton, a 13th Century Tibetan]." *Journal of Tibetan Studies*, Dharamsala, India

Distinctions: None

Elisa Räsänen

Title/Department: Lecturer, Finnish Language, Department of Central Eurasian Studies; (non-tenure track)

Education: MA, Univ. of Jyväskylä, 2014; BA, Univ. of Jyväskylä, 2012

Academic Experience: 2016-Present, Lecturer, Finnish Language, Indiana University

Overseas Experience: University degrees, work experience and conferences in Finland; University of Toronto, TA in Finnish Studies Program; Josef Skvorecký Literary Academy, Prague, Czech Republic; Erasmus student exchange program

Pedagogy Training for Language: Pedagogical studies in teaching in Finland. Workshops and training in Indiana University and University of Toronto

Language Proficiency: Finnish 5, English 4, German 2, Swedish 2

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 100%

Area International Studies Courses Taught: Introductory Finnish 1 & 2; Intermediate Finnish 1 & 2; Advanced Finnish 1 & 2; CEUS-R 299 Marimekko, Mobile Games, and Metal Bands: A Guide to Finnish Culture

Research/Teaching Specialization: Finnish as a second and foreign language pedagogy; integrating subject and language knowledge; online teaching

Recent Publications: None

Distinctions: 2015 CIMO (The Centre for International Mobility under the Finnish Ministry of Education) grant for a traineeship in Finnish Studies Program at University of Toronto; 2013–2014 Fulbright Foreign Language and Culture Teaching Assistant (FLTA) Scholarship for Indiana University; 2010–2011 Erasmus scholarship for an academic exchange in Josef Skvorecký Literary Academy, Prague, Czech Republic

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

Toivo U. Raun

Title/Department: Professor, Central Eurasian Studies; Adjunct Professor, History; (tenured)
Education: PhD, Princeton Univ., 1969; MA, Princeton Univ., 1966; BA, Swarthmore College, 1964
Academic Experience: 1990-Present, Professor of Central Eurasian Studies, IU; 2016-2017, Acting Chair, Central Eurasian Studies, IU; 2012-2013, Interim Director, Western European Studies, IU
Overseas Experience: Dissertation, sabbatical, & multiple summer months of research on 19th- and 20th-century Baltic and Finnish history in Helsinki in Cold War years; archival, library, research & consultation in Tallinn, Tartu, Riga and Vilnius in post-Soviet era
Language Proficiency: Estonian 4, Finnish 3, German 3, Russian 2, French 2, Latvian 1, Swedish 1
Percentage of Time Dedicated to Inner Asian and Uralic Studies: 100%
Area International Studies Courses Taught: CEUS-R302/R502 Finland in the 20th Century; CEUS-R309/HIST-B303 Modern Scandinavia and the Baltic States; CEUS-R392/R592 Uralic Peoples and Cultures; CEUS-R501 The Baltic States Since 1918; CEUS-R509/WEUR-W605 Unity and Diversity in the European Union; CE
Research/Teaching Specialization: Cultural survival and national identity: the Baltic case; the Estonian lands in World War I; Latvian and Estonia journalism in the late tsarist era
Recent Publications (4): 2017, Sole author, "Literacy in the Russian Empire in the Late 19th Century: The Striking Case of the Baltic Provinces." *Acta Historica Tallinnensia* 23(1); 2016, Co-author with Leinarte, D; Plakans, A, "Historical Demography in the Baltic States: Lithuania, Latvia, Estonia." *In A Global History of Historical Demography*, Peter Lang with Fauve-Chamoux, A; Bolovan, I; Sogner, S Eds; 2015, Sole author, "Transnational Contacts and Cross-Fertilization Among Baltic Historians in Exile, 1968-1991." *In East and Central European History Writing in Exile 1939-1989*, Brill with Zadencka, M; Plakans, A; Lawaty, A Eds.
Dissertations and/or Theses Supervised over Past Five Years: 4
Distinctions: 2012 Order of the White Star 4th Class for services to the Estonian state and people; 2006-Honorary Member, Estonian Learned Society, Tartu, Estonia; 2001- Member, Editorial Board, *Tuna-Journal of Historical Culture* (Tartu, Estonia); 1992-94 Pres., Assoc. for the Advancement of Baltic Studies

Kristoffer M. Rees

Title/Department: Assistant Professor of Political Science, Indiana Univ. East; (tenure track)
Education: PhD, Indiana Univ., 2015; MA, Indiana Univ., 2008; BA, Whitman College, 2002
Academic Experience: 2016-Present, Assistant Professor of Political Science, Indiana Univ. East; 2010-2014, Associate Instructor, Indiana Univ.; 2006-2010, Graduate Assistant, Inner Asian & Uralic National Resource Center, Indiana Univ.; 2005-2006, Communications Assistant, Univ. of Central Asia; 2002-2004, US Peace Corps Volunteer, TEFL, Kyrgyz Republic
Overseas Experience: Resident in Bishkek, Kyrgyzstan through the events of the 2005 Tulip Revolution; Survey and interview-based fieldwork for dissertation was conducted 2012-14 at various sites in Kazakhstan
Language Proficiency: Kazakh 4, Kyrgyz 4, Russian 4, French 1, Uyghur 1
Percentage of Time Dedicated to Inner Asian and Uralic Studies: 25%
Area International Studies Courses Taught: Introduction to Comparative Politics; International Organizations; Introduction to International Relations; Classical Political Thought; Comparative Revolutions; Contemporary Politics in the Middle East
Research/Teaching Specialization: Identity politics; Interethnic relations; Language policy and implementation; Protests and political movements; Multiculturalism and citizenship; Qualitative methods
Recent Publications: 2017, Co-author with Williams, NW, "Explaining Kazakhstani identity: supraethnic identity, ethnicity, language, and citizenship." *Nationalities Papers: The Journal of Nationalism and Ethnicity*, 45(5); 2017, Co-author with LaForge, C; Alexander, L; Alexander, RC, "Political Science: Engaging Students through Effective Instruction and Course Design in Political Science." *In Best Practices in Online Teaching and Learning across Academic Disciplines*, Mason Publishing Group with Alexander, RC Ed.; 2015, Sole author, "Recasting the Nation: De-Sovietizing Kazakhstani Heroes." 21st Annual Convention of the Association for Studies of Nationalities
Dissertations and/or Theses Supervised over Past Five Years: 0
Distinctions: Title VIII Fellowship for Advanced Russian, IU, Summer 2016; FLAS recipient for Advanced Directed Language Study of Kazakh, IU, AY 2008 - 2009
Language Competence:
 5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

Gina Romano

Title/Department: haidarct Methods and Analysis Specialist, Thomas P. Miller and Associates; (not applicable)

Education: PhD, Indiana University, 2019; MA, Indiana University-Purdue University Indianapolis, 2010; BA, Indiana University-Purdue University Indianapolis, 2008

Academic Experience: 2017-Present, Impact Methods and Analysis Specialist, Thomas P. Miller & Associates; 2014-2017, Graduate Assistant, Indiana University School of Education-Center for Evaluation and Education Policy (CEEP); 2013-2014, Adjunct Instructor, University of Indianapolis; 2010-2014, Researcher Coordinator, Center of Excellence in Leadership of Learning (CELL); 2009-2010, Research Assistant, Institute for Research on Social Issues

Overseas Experience: Greece

Language Proficiency: English 5, Italian 2

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 10%

Area International Studies Courses Taught: None

Research/Teaching Specialization: Research and evaluation methodologies with a focus on quantitative approaches such as quasi-experimental design, structural equation modeling, psychometrics, hierarchical linear modeling and longitudinal analysis

Recent Publications (5): 2018, Co-author with Bradley-Levine, J; Reichart, M, "Teacher Leaders' Influence on Teachers' Perceptions of the Teacher Evaluation Process." *International Studies in Educational Administration*, 45(3); 2017, Co-author with Bradley-Levine, J, "Examination of the New Tech model as holistic democracy." *Democracy and Education* 25(1); 2016, Co-author with Bradley-Levine, J; Perkins, T, "Students' Perceptions of Learning within the New Tech School Model." *International Journal of Education Reform* 25(1)

Distinctions: Significant role in evaluations of grant programs funded by the U.S. Department of Labor; U.S. Department of Education, National Science Foundation, and others. Dr. Harrison Hedley Way Fellowship: 2015-17; Frieda Alice Renfro Fellowship: 2014-15; Dean's List and Semester Honors as Undergraduate: 2004-2008; Alpha Lambda Delta, Fall 2004; Honors Program, 2004-2008; Graduated with Honors Notation and in top 10% of class as Undergraduate

Anne-Maree Ruddy

Title/Department: Director of Education Policy and Senior Research Associate, Center for Evaluation and Education Policy

Education: PhD, Murdoch Univ., 2008; MA, Univ. of W. Australia, 1996; BEd, Edith Cowan Univ., 1990

Academic Experience: 1987-1993, Assistant Professor of Language Education, Indiana Univ.; 1994-present, Associate Professor, Literacy, Culture & Language Education, Indiana Univ.; 2000-2003, Chair, Language Education Department, Indiana Univ.

Overseas Experience: Australia, France, Finland

Pedagogy Training for Language: MA, linguistics; PhD Foreign Lang Education; TESOL Certification; OPI training; workshops-multiple teacher professional development for other universities and organizations abroad

Language Proficiency: French 2

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 25%

Recent Publications (7): Co-author with Hitchcock, JH, AJ, David, and Ruddy, AM, "Invited editorial for an inaugural issue: Causal inference and assessing learning outcomes: A primer." *International Journal of Multiple Research Approaches* [Forthcoming]; 2016, Co-author with Ciernak, K, and Ruddy, AM, "Partnering for new possibilities: The development of a global learning certificate." *International Education at Community Colleges: From Optional to Integral*. Palgrave Macmillan

Distinctions: Project director for numerous large-scale CEEP evaluation projects, including the evaluation of approximately twenty Title VI National Resource and Area Studies Centers at Georgetown, Harvard, Columbia and Indiana Universities. Served as Advisory Board member to US Department of Education postsecondary office providing consultation on a survey administered to students who have completed FLAS programs. Member of the international evaluation team for IU and Kabul Education University Partnership M.Ed. TESOL Project.

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

Kasia Rydel-Johnston**Title/Department:** Assistant Director, Inner Asian and Uralic National Resource Center; (not applicable)**Education:** MA, Jagiellonian Univ., Poland, 1982; MA, Jagiellonian Univ., Poland, 1978**Academic Experience:** 2000-Present, Assistant Director of Inner Asian & Uralic National Resource Center, Indiana University**Overseas Experience:** Born and educated in Poland; scholarship for one year's study at Humboldt University, Berlin; experience in England, Sweden**Language Proficiency:** Polish 5, English 4, Swedish 4, German 4, French 1, Russian 1**Percentage of Time Dedicated to Inner Asian and Uralic Studies:** 100%**Area International Studies Courses Taught:** None**Research/Teaching Specialization:** Not applicable**Recent Publications:** 2001, Co-author with Johnston, B, "Teach Yourself English [Ucz sie sam: Jezyk angielski i amerykanski dla poczatkujacych]." Wydawnictwo Literackie; 1997, Translator, Isabel Roskau-Rydel, "Rozwój szkolnictwa ludowego we Lwowie w latach 1772-1848." In *Austria – Polska. 1000 lat kontaktów*, Studia Austro-Polonica 5, translation from German to Polish, Wydawnictwo Uniwersytetu Jagiellonskiego with Buszko, J; Leitsch, W; Olszański, D Eds.; 1990, Translator, Maria Klanska "The Jews in the mirror of the German-language literature of Galicia." translation from German to English**Distinctions:** None**Kaya Şahin****Title/Department:** Associate Professor, Department of History; Director, IU Eurasia Gateway; (tenured)**Education:** PhD, Univ. of Chicago, 2007; MA, Sabanci Univ., 2000**Academic Experience:** 2015-Present, Associate Professor of History, Indiana Univ.; 2012-2015, Assistant Professor of History, Indiana Univ.; 2008-2012, Assistant Professor of History, Tulane Univ.**Overseas Experience:** Archival and manuscript research in Turkey since 2000**Language Proficiency:** Turkish 5, French 4, Ottoman Turkish 4, Persian 3, Arabic 3, Italian 3, Spanish 3, German 3**Percentage of Time Dedicated to Inner Asian and Uralic Studies:** 100%**Area International Studies Courses Taught:** Introduction to Islam; Making of Modern Middle East; The Ottomans: From Tribe to Empire; Istanbul through the Ages; From Multiethnic Empire to Nation-State**Research/Teaching Specialization:** Empire-building in early modern Eurasia; religious and cultural conflicts between Europeans and Muslims, and between Sunnis and Shiites; the performance of political and cultural identities; historiography**Recent Publications:** 2013, Sole author, "Empire and Power in the Reign of Süleyman: Narrating the Sixteenth-Century Ottoman World." Cambridge University Press; 2010, Sole author, "Constantinople and the End Time: The Ottoman Conquest as a Portent of the Last Hour." *Journal of Early Modern History* 14(2010); 2017, Sole author, "The Ottoman Empire in the Long Sixteenth Century." *Renaissance Quarterly* 70(1); 2016, Co-author with Schleck, J, "Courtly Connections: Anthony Sherley's Relation of his Travels into Persia (1613) in a Global Context." *Renaissance Quarterly* 69(1); Sole author, "Performing an Empire, Creating an Empire: An Ottoman Circumcision Ceremony as Cultural Performance (1530)." *American Historical Review* [Forthcoming]**Dissertations and/or Theses Supervised over Past Five Years:** 20**Distinctions:** NEH Fellow; Notre Dame Institute for Advanced Study Residential Fellow; Social Science Research Council Postdoctoral Fellow; Mellon Postdoctoral Fellow in the Humanities at the Newberry Library; Mellon Postdoctoral Fellow in Middle Eastern Studies at Northwestern University

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

Antonia Schleicher

Title/Department: Executive Director, IU Language Resource Centers; Executive Director, Center for Language Excellence; Director, National African Language Resource Center; Senior Research Scholar, African Studies; Professor, Linguistics; Adjunct Faculty, Global Center

Education: PhD, Univ. of Kansas, 1987; M.Phil, Univ. of Kansas, 1985; MA, Univ. of Ibadan, 1982; BA, Univ. of Ibadan, 1980

Overseas Experience: Nigeria, Tanzania, South Africa, Egypt

Language Proficiency: Yoruba 4, English 4, Pidgin-English 4, French 3, Hausa 1, Swahili 1

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 5%,

Area International Studies Courses Taught: Yoruba Language and Culture, all levels; Africa: An Introductory Survey; African Linguistics; Professional Development Workshops for African Language instructors; Developer of Foreign Language Curricular for World Languages, Incorporating Business Concept for IU-CIBER and NALRC; NALRC Annual Summer Professional Development Institutes for African Language and other LCTL instructors at IU-Bloomington

Research/Teaching Specialization: Foreign and second language acquisition; African languages and linguistics; phonetics and phonology; Tonology; Morphology; Experimental phonetics; Foreign language teaching methods; Gender and culture; Language pedagogy and technology

Recent Publications: NALRC Book Series Editor: World Language Curriculum Incorporating Business Concepts (2 volumes), 2017; NALRC Book Series Editor: Yoruba (by K. Owolabi), Bamanakan (by A. Beidy Sow), Kinyarwanda (by D. Nsengiyumva), Akan (by S. Ofori) textbooks, published 2015-2016

Dissertations and/or Theses Supervised over Past Five Years: 7

Distinctions: ACTFL Wilga River's Award for Distinguished Research, Service and Leadership in Foreign Language Education, 2015; Adam W. Herbert Presidential Scholars Program Honors; Keynote speaker, Foreign Language Association of Virginia State; A. Ronald Walton Lifetime Achievement Award, National Council of Less Commonly Taught Languages, 2010

Jonathan Schlesinger

Title/Department: Assistant Professor, Department of History; (tenure track)

Education: PhD, Harvard Univ., 2012; AB, Dartmouth College, 2003

Academic Experience: 2012-Present, Assistant Professor of History, Indiana Univ.; 2014-2015, Postdoctoral Associate, Council on East Asian Studies

Overseas Experience: Archival research: 1 year in Mongolia; 1 year in Taiwan; 1 month in Germany; 1 month in the UK; 1 week in Russia; 1 year and multiple summers in the PRC. Language training: 1 summer in PRC; 1 summer in Taiwan.

Language Proficiency: Mandarin Chinese 4, Literary (Classical) Chinese 1, Manchu 1, Mongolian 2, Japanese 2, French 1, Portuguese 1, Spanish 1

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 100%

Area International Studies Courses Taught: China: The Later Empires; Made in China: A History of China in the World, 1200-2000; Sable, Silk, and Smokes: International Business in China during the 19th Century; Frontier China: Migrants, Nomads, and Borderland Nobodies

Research/Teaching Specialization: China and Inner Asia; Environmental history; Early modern empires; Race and ethnicity; Commodities and consumption

Recent Publications (5): 2017, Sole author, "A World Trimmed with Fur: Wild Things, Pristine Places, and the Natural Fringes of Qing Rule." Stanford University Press; 2014, Sole author, "Xinqingshi yu zhongguo huanjingshi qianyan [New Qing History and the Frontline of Chinese Environmental History]." *Jiang-Han Luntan* 5; 2010, with High, M, "Rulers and Rascals: The Politics of Gold in Qing Mongolian History." *Central Asian Survey* 29(3)

Dissertations and/or Theses Supervised over Past Five Years: 9

Distinctions: Harvard Bok Center Award for Distinction in Teaching, 2008; Chinese Flagship Program Course Development Award, IU, 2016; Office of the Vice Provost for Research Grant-in-Aid, IU, 2016; Graduate Society Dissertation Completion Fellowship, Harvard University, 2011; Taiwan Fellowship, Ministry of Foreign Affairs (ROC), 2011; Fulbright-Hays Doctoral Dissertation Research Abroad (DDRA), 2009; Sheldon Fellowship, Harvard University, 2009

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

Ron Sela

Title/Department: Director, Islamic Studies Program; Associate Professor, Departments of Central Eurasian Studies and International Studies; (tenured)

Education: PhD, Indiana Univ., 2004; MA, Indiana Univ., 2001; BA, Tel Aviv Univ., 1995

Academic Experience: 2005-Present, Associate Professor of Central Eurasian Studies and International Studies, Indiana University

Overseas Experience: Born and raised in Tel Aviv, Israel. Conducted research and led seminars/workshops in China, England, France, Germany, India, Israel, Turkey, and Uzbekistan. Extensive travel experience in Europe, Middle East, and Central, East, South, and SE Asia.

Language Proficiency: Arabic 5, Hebrew 5, Persian 4, Chaghatay 4, Uzbek 4, Pashto 3, Russian 2, German 1

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 100%

Area International Studies Courses Taught: Introduction to Central Asian History; Central Asia under Russian Rule; Sources for the Study of Central Asian History; Travelers and Explorers in Central Asia; Central Asia in the 19th century; Ethnic History of Central Asia

Research/Teaching Specialization: History and historiography of Islamic Central Asia, 16th-20th centuries; Political and cultural self-representation in Muslim literary traditions; Authority & legitimacy in Islam; the "early modern" Muslim world

Recent Publications: 2011, Sole author, "The Legendary Biographies of Tamerlane: Islam and Heroic Apocrypha in Central Asia." Cambridge University Press; 2014, Sole author, "Prescribing the Boundaries of Knowledge: Seventeenth Century Russian Diplomatic Missions to Central Asia." In *Writing Travel in Central Asian History*, Indiana University Press with Green, NS Ed.; 2014, Sole author, "Central Asian Muslim on Tibetan Buddhism, 16th-18th centuries." In *Trails of The Tibetan Tradition: Papers for Elliot Sperling*, Amnye Machen Institute, with Vitali, R Ed.; 2013, Sole author, "Rashid al-Din's Historiographical Legacy in the Muslim World." In *Rashid al-Din: Agent and Mediator of Cultural Exchanges in Ilkhanid Iran*, The Warburg Institute with Akasoy, A; Burnett, C; Yoeli-Tlalim, R Eds.

Dissertations and/or Theses Supervised over Past Five Years: 16

Distinctions: None

M. Nazif Mohib Shahrani

Title/Department: Professor of Anthropology, Central Asian and Middle Eastern Studies, Departments of Anthropology, Central Eurasian Studies, and Near Eastern Languages and Cultures; (tenured)

Education: PhD, Univ. of Washington, 1976; MA, Univ. of Washington, 1972; BA, Univ. of Hawaii, 1970

Academic Experience: 1990-Present, Professor of Anthropology, Central Asian & Middle Eastern Studies, IU; 2007-11, Chair, NELC, IU; 1991-94, Director of Middle Eastern Studies Program, IU

Overseas Experience: Native of Afghanistan; field research in Afghanistan, 2017, 2015, 2011, 2009, 2008, 2004, 2003, 2002, 1996, 1975, 1972-74; field research in Uzbekistan, summer 1992

Language Proficiency: Dari/Persian/Tajik 5, Uzbek 5, Kirghiz 3, Pashto 3, Turkish 2, Arabic 1

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 50%

Area International Studies Courses Taught: Peoples and Cultures of Middle East; Peoples and Cultures of Central Asia; E251/R251. Post-Taliban Afghanistan and Global War on Terror; Representations of Islam and Muslims in anthropological literature; Islam and Politics in Central Asia and the Middle East; States and Societies in Muslim Cen. Asia and the Middle East; Anthropology of Religion with Focus on Islam; and Family, Gender and Crisis

Research/Teaching Specialization: Islamic movements; identity politics; social change and modernization; Muslim family/gender dynamics in Soviet and post-Soviet Central Asia

Recent Publications: 2017, Sole author, "The State and Community Self-governance: Paths to Stability and Human Security in Post-2014 Afghanistan." In *Afghanistan – Challenges and Prospects*, Routledge with Bose, S; Motwani, N; Maley, W Eds.; 2017, Sole author, "Anthropology: "Bastard Child" of imperialism's coming of age at the dawn of 21st Century." In *Proceedings Book of 2nd International Scientific Researches Congress on Humanities and Social Sciences (IBAD-2017)*, IBAD with Kahya, H Ed.; 2016, Sole author, "US Policies and Practices towards Afghanistan and Central Asia since 2001." In *Afghanistan and Its Neighbors after the NATO Withdrawal*, Lexington Books with Saikal, A; Nourzhanov, K Eds.

Dissertations and/or Theses Supervised over Past Five Years: 5

Distinctions: None

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

Kemal Silay

Title/Department: Professor of Central Eurasian Studies, and Ottoman and Modern Turkish Studies Endowed Chair, Department of Central Eurasian Studies; Director, Turkish Flagship Program; (tenured)

Education: PhD, Indiana University, 1993; MA, Indiana University, 1990; BA, Ankara University, 1987

Academic Experience: 2007-Present, Professor of Central Eurasian Studies, and Ottoman and Modern Turkish Studies Endowed Chair, Indiana Univ.

Overseas Experience: Fieldwork: Turkey (1994-2017, 1 mon/yr), Kazakhstan (2016), China (frequently in years 2013-17); Manuscript lib. work, 2 wks: France (1998), Eng. (2000); Lectures, 1 wk: Mexico (1997), Morocco (1999), Aus. (2003), Germany (1999); Azerbaijan (2016-17, often)

Foreign Language Proficiency: Turkish 5, English 4, Old Anatolian Turkish 1, Classical Ottoman 1, Old Turkic 1, Khwarezm 1, Chaghatay 1, Uzbek 3, Azerbaijani 3, Persian 3, Arabic 3, French 1

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 100%

Area International Studies Courses Taught: Intro. to Islamic Civilization; Old Anatolian Turkish: 13th-15th Centuries ; Studies in Medieval Ottoman Texts; Turkish Literary History I: Modern; Turkish Literary History II: Literature of the Ottoman Empire; Turkish Literary Genres: Prose; Turkish Literature in Translation; Cultural History of Turkey: From Empire to Nation; History of Turkey through Art, Lit., Music

Research/Teaching Specialization: Turkey, its language, literature, history, society, and politics; Turkey's Islamist danger; organized crime; transformation of Turkish education; Turkish foreign policy today; and counter-revolutionary activities

Recent Publications: 1996, Compiler and Editor, "An Anthology of Turkish Literature." Turkish Ministry of Culture Joint Series: XV, Indiana University; 2004, "Ahmedî's History of the Kings of the Ottoman Lineage and Their Holy Raids against the Infidels." Sources of Oriental Languages and Literatures Series Harvard University; 2018, Sole author, "Sexual Discourses in Ottoman Literature." In *Global encyclopedia of lesbian, gay, bisexual & transgender history*, Charles Scribner & Sons; Editor, "The Turks and Islam: A Cultural and Political Journey from the God of Heaven to Allah." [Forthcoming]

Dissertations and/or Theses Supervised over Past Five Years: 10

Distinctions: 1996: Univ. of Washington Award for publication of "An Anthology of Turkish Literature."; 2010: (with graduate student Defne Jones), a U.S. Dept. of State Title VIII Grant for "Transnational Civil Society Movements: The Gülen Movement."; 2012: Appointed to the Advisory Board of the US Department of State's Critical Language Scholarship Program

Abdulkader H. Sinno

Title/Department: Associate Professor of Political Science and Middle Eastern Studies, School of Global and International Studies; (tenured)

Education: PhD, Univ. of California, Los Angeles, 2002; MA, Univ. of California, Los Angeles, 1997; BA, Univ. of Florida, 1994

Academic Experience: 2010-Present, Assoc. Professor of Political Science & NELC, IU.; 2003-10, Asst. Professor of Political Science & NELC, IU; 2002-03, Postdoc, Ctr. for Intl. Security & Coop, Stanford Univ.

Overseas Experience: Extensive travel in more than 28 countries

Language Proficiency: Arabic 5, English 5, French 5, Hebrew 1, Persian 1

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 25%

Area International Studies Courses Taught: Muslims in Western Politics (POLS Y657/NELC N695); Intra-State Conflict, Conflict Resolution, and State Building (POLS Y490/N305); Muslims in Western Politics (POLS Y401/NELC N305); Introduction to Comparative Politics (POLS Y107)

Research/Teaching Specialization: The evolution and outcomes of civil wars, ethnic strife and other territorial conflicts; Muslim representation in Western liberal democracies; Islamist parties' participation in elections

Recent Publications (4): 2017, Co-author with Hellwig, T, "Different groups, different threats: public attitudes towards immigrants." *Journal of Ethnic and Migration Studies* 43(3); 2015, Sole author, "Partisan Intervention and the Transformation of Afghanistan's Civil War." *The American Historical Review* 120(5)

Dissertations and/or Theses Supervised over Past Five Years: 0

Distinctions: None

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

Martin C. Spechler

Title/Department: Professor Emeritus, Department of Economics, Indiana University – Purdue University Indianapolis; (tenured)

Education: PhD, Harvard Univ., 1971; MA, Harvard Univ., 1967; BA, Harvard Univ., 1964

Academic Experience: 1990-Present, Professor Emeritus of Economics, Indiana University

Overseas Experience: Consultant to Asian Development Bank in Kazakhstan, Uzbekistan, Kyrgyzstan and Xinjiang, 1997-98; Consultant to World Bank, Uzbekistan, 2000; Senior Researcher and Advisor to the Ministry of Economy, USAID, Uzbekistan, 2003

Language Proficiency: Hebrew 3, Russian 2, French 2, German 2

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 50%

Area International Studies Courses Taught: E325 Comparative Economic Systems

Research/Teaching Specialization: Regional economic cooperation in Central Asia; Political economy of Uzbekistan; Comparative economics of the former Soviet Union; Globalization and economic history; Economic development of Central Asia

Recent Publications (5): 2010, Sole author, "Russia and the Central Asian Economies." *Russian Analytical Digest* 2010(71); 2010, Sole author, "The Five Biggest Questions about the Chinese Economy." *Comparative Economic Studies* 52(1); 2010, Co-author with Spechler, DR "The International Political Economy of Central Asian Statehood." In *Stable Outside, Fragile Inside?: Post-Soviet Statehood in Central Asia*, Ashgate Publishing, Ltd. with Kavalski, E Ed.

Dissertations and/or Theses Supervised over Past Five Years: 1

Distinctions: Phi Beta Kappa, Harvard Alpha of Massachusetts, 1963; Teaching Excelling Recognition Award, three times

Margaret R. Sutton

Title/Department: Associate Professor of Educational Policy Studies, Department of Educational Leadership and Policy Studies; Faculty Affiliate, Department of Gender Studies; (tenured)

Education: PhD, Stanford Univ., 1991; MA, Univ. of British Columbia, 1978; BA, Seattle Univ., 1974

Academic Experience: 1997-Present, Associate Professor of Educational Policy Studies, Indiana Univ.

Overseas Experience: Indonesia, Nepal, Pakistan, India, China, South Korea, Guinea, Malawi

Language Proficiency: Indonesian 2, French 1

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 25%

Area International Studies Courses Taught: H525 Anthropology of Education; H551 Comparative Education 1; H622 Seminar: Issues in Education Policy

Research/Teaching Specialization: Democratization and civic education; Gender and education; Policy as practice

Recent Publications (5): 2005, Sole author, "The Globalization of Multicultural Education." *Indiana Journal of Global Legal Studies* 12(1, Article 3); 2004, Co-editor, "Civil Society or Shadow State? State/NGO Relations in Education." Information Age Publishing with Arno, R Ed.; 2003, Co-author with Moeis, I; Gaylord, W "Civic Learning in Teacher Education through an American-Indonesian Partnership." In *Civic Learning in Teacher Education: International Perspectives on Education for Democracy in the Preparation of Teachers*, ERIC Clearinghouse for Social Studies/Social Science Education with Patrick, JJ; Hamot, GE; Leming, RS Eds.

Dissertations and/or Theses Supervised over Past Five Years: 0

Distinctions: Doctoral Short-Term Program for Indonesian Visiting Scholars from State University of Malang; 2006 New IDEAS Partnership Program: Strengthening Institutional Capacity in Elementary Teacher Education

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

Herbert Terry

Title/Department: Associate Professor Emeritus, Department of Telecommunications; (tenured)

Education: PhD, Univ. of Minnesota., 1976; MA, Univ. of Minnesota, 1974; BA, Stanford Univ., 1970

Academic Experience: 2013-Present, Associate Professor of International Studies, Indiana Univ.; 2010-Present, Associate Professor of Central Eurasian Studies, Indiana Univ.; 2015, Director of Graduate Studies, Indiana Univ.; 2003-10, Assistant Professor of Central Eurasian Studies, Indiana Univ.

Overseas Experience: Indonesia, Kyrgyzstan, Russia, Tajikistan

Language Proficiency: Russian 1, French 2, Spanish 1

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 25%

Area International Studies Courses Taught: S451 Telecommunication, Terrorism, and September 11th.

Recent Publications: "Russian/Soviet Radio," with Andrei Richter, Encyclopedia of Radio, Christopher Sterling, ed. (Fitzroy-Dearborn, 2003); "How to make a true event out of a fairy tale without repeating others' mistakes," XXI [World Media XXI] 1/99, (Moscow, National Press Institute, June, 1999); co-author of Fundamentals of Mass Communication Law (St. Paul: West Publishing Company, 1996); "Changes that Challenge the Soul," Federal Communications Law Journal 47/25 (1994)

Frances Trix

Title/Department: Professor, Departments of Anthropology, Linguistics and Near Eastern Languages and Cultures; Adjunct Professor, Cognitive Science Program; (tenured)

Education: PhD, Univ. of Michigan, 1988; MA, Univ. of Michigan, 1976; MA, Univ. of Michigan, 1972; BA, Univ. of Michigan, 1970

Academic Experience: 1990-Present, Professor of Anthropology, Linguistics and Near Eastern Languages and Cultures, Indiana University

Overseas Experience: France: 1964, 1985, 1996; Turkey: 1970, 1985, 2005, 2007–08, 2009, 2012; Lebanon: 1971, 1972–73; Yemen: 1979; Yugoslavia: 1987–88; Czechoslovakia: 1992; Albania: 1993, 2005; Germany: 1992, 1996; Iran, 2004, 2006; Hungary: 2006; Kosova: 2007, 2009, 2013

Language Proficiency: French 4, Turkish 4, Arabic (colloquial) 4, Albanian 4, German 3, Persian 1, Macedonian 1

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 30%

Area International Studies Courses Taught: Islam in the Balkans; Sufism

Research/Teaching Specialization: Muslim immigrant communities; Discourse Analysis; Islam in the Balkans; Sufism; Disaster Studies, migration, gender

Recent Publications (5): 2013, Sole author, "Underwhelmed: Kosovar Albanians' Reactions to the Milošević Trial." In *The Milošević Trial: An Autopsy*, Oxford University Press with Waters, T Ed.; 2013, Sole author, "Der Kosovo/Kosova-Konflikt - Mythen und Demografie [The Kosovo/Kosova Conflict: Myths and Demographics]." In *Die Geteilte Nation [The Divided Nation - Coming to Terms with National Losses in the 20th Century]*, German Institute for Contemporary History with Hilger, A; von Wrochem, O Eds.

Dissertations and/or Theses Supervised over Past Five Years: 1

Distinctions: None

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

Valéria Varga

Title/Department: Senior Lecturer, Department of Central Eurasian Studies; (non-tenure track)

Education: Professional teacher's degree, Eotvos Lorand University, 2005; MA, Eotvos Lorand University, 1993; MA, Eotvos Lorand University, 1985

Academic Experience: 2005-Present, Senior Lecturer, Department of Central Eurasian Studies, Indiana University

Overseas Experience: Born and educated in Hungary; Studies in England and in Russia

Language Proficiency: Hungarian 5, English 4, Russian 4

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 100%

Area International Studies Courses Taught: Introductory, Intermediate, Advanced and Post Advanced Hungarian language, Independent Reading Courses

Research/Teaching Specialization: Second language acquisition; Hungarian literature; Linguistics; Foreign language teaching; Teaching culture; and Teaching language through literature

Recent Publications: 2012, Sole author, "Hungarian Poetry." In *The Princeton Encyclopedia of Poetry and Poetics*, 4th ed., Princeton University Press, with Greene, R; Cushman, S; Cavanagh, C; Ramazani, J; Rouzer, PF; Feinsod, H; Marno, D; Slessarev, A Eds.,

Distinctions: None

John Walbridge

Title/Department: Professor, Near Eastern Languages and Cultures; Adjunct Professor, Department of Philosophy (tenured)

Education: PhD, Harvard Univ., 1983; BA, Yale Univ., 1973

Academic Experience: 2001-Present, Professor, Near Eastern Languages and Cultures, Indiana University; 1993-2001, Associate Professor, Near Eastern Languages and Cultures, Indiana University; 1991-1993, Assistant Editor, Encyclopaedia Iranica, Columbia University; 1987-1991, General Editor, Baha'i Encyclopedia Project

Overseas Experience: University lecturing 8 universities, PR China (2015, 2017). Research Turkey (2001, 2005, 2007-8). Research, lecturing Pakistan (1999-8, 1999, 2000-1). Graduate study Jordan, 1978-9, Lebanon 1973-4. Library research UK, Holland, Germany

Language Proficiency: Arabic 3, Persian 2, Ancient Greek 3, French 3, German 1, Chinese 2, Biblical Hebrew 1, Syriac 1

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 50%

Area International Studies Courses Taught: Koranic Studies; Islamic Philosophy; Modern Iran; World War I in the Middle East; Islamic Philosophical Texts; Shi'ism; War in the Middle East

Research/Teaching Specialization: Islamic philosophy, theology, science, and intellectual history. Teaching interest in war in the Middle East.

Recent Publications (5): 2014, Sole author, "The Alexandrian Epitomes of Galen: Arabic edition and English translation of the Alexandrian epitomes of Galen." *Vol. 1: Medical Schools, Short Art of Medicine. The Elements according to Hippocrates*, Brigham Young University Press; 2011, Sole author, "God and Logic in Islam: The Caliphate of Reason." Cambridge University Press; 2017, Sole author, "Illuminationist Manuscripts: The Rediscovery of Suhrawardī and Its Reception." In *Illuminationist Texts and Textual Studies*, Bilingual ed., E. J. Brill

Dissertations and/or Theses Supervised over Past Five Years: 2

Distinctions: Kenaan Rifa'i Distinguished Professor of Islamic Studies, Peking University; National Endowment for the Humanities Fellow; Guggenheim Fellow; Fulbright Fellow (twice)

Language Competence:

5= Native, 4=Near Native, Professional, 3=Intermediate, 2=Elementary, 1=Reading only

Timothy William Waters**Title/Department:** Professor, Law (tenured)**Education:** JD, Harvard, 1999; MIA, Columbia University, 1998**Academic Experience:** 2007-present, professor, law school**Overseas Experience:** Germany, Sweden, Bosnia, Netherlands, Hungary, Turkey, Serbia, Kosovo**Foreign Language Proficiency:** German 3, Swedish 3, Hungarian 3, Turkish 2, Serbo-Croatian 2**Percentage of Time Dedicated to Inner Asian and Uralic Studies:** 25%**Area International Studies Courses Taught:** Islamic law; The Milosevic Trial; Legal Lessons of the Yugoslav Crisis; International Law and the Great War; Human Rights; International Law; International Criminal Law; International Law; Transitional Justice**Research/Teaching Specialization:** International criminal law; Ethnic conflict; Secession; State formation; Public international law**Recent Publications (5):** 2014, Editor, "The Milošević Trial: An Autopsy," Vol 13, Issue 1, Oxford University Press; 2015, Sole author, "A World Elsewhere: Secession, Subsidiarity, and Self-Determination as European Values." *Revista d'Estudis Autonomics I Federals* 23; 2013, Sole author, "Plucky Little Russia: Misreading the Georgian War through the Distorting Lens of Aggression." *Stanford Journal of International Law* 49**Dissertations and/or Theses Supervised over Past Five Years:** 10**Distinctions:** Experienced Researcher Fellowship, Alexander von Humboldt Foundation (2012-3); Visiting Fellow, Max Planck Institute for Comparative Public Law and International Law (Heidelberg, 2012-3); Visiting Fellow, American University of Iraq – Sulaimani (2016); Val Nolan Faculty Fellow, Indiana University Maurer School of Law (2015-8); Reginald F. Lewis Fellow for Law Teaching -- Harvard (2003-4)**David C. Williams****Title/Department:** Executive Director, Center for Constitutional Democracy; Hastings Professor of Law, Maurer School of Law; (tenured)**Education:** JD, Harvard Univ., 1985; BA, Haverford College, 1982**Academic Experience:** 2008-Present, Executive Director, Center for Constitutional Democracy, Indiana Univ.; 2001-Present, Hastings Professor of Law, Indiana Univ.; 2004-2008, Director, Center for Constitutional Democracy in Plural Societies, Indiana Univ.; 1993-2001, Professor of Law, Indiana Univ.**Overseas Experience:** University of Paris II, December to January 2003-2004, December to January 2006-2007, extensive work advising reform movements in Burma, Liberia, South Sudan, Vietnam, Cuba, Libya, Yemen, and Jordan, 2003-present**Foreign Language Proficiency:** English 5**Percentage of Time Dedicated to Inner Asian and Uralic Studies:** 10%**Area International Studies Courses Taught:** Constitutional Design in Multiethnic Societies (B575); Burmese Constitutionalism; Comparative Indigenous Rights**Research/Teaching Specialization:** Native American law; Constitutional design; The Second Amendment; Burmese constitutionalism; Liberian constitutional law**Recent Publications (4):** 2017, Sole author, "A Second Panglong Agreement: Burmese Federalism for the Twenty-First Century." In *Constitutionalism and Legal Change in Myanmar*, Hart Publishing, with Harding, A; Oo, KK Eds.; 2017, Sole author, "Sometimes Guns Are the Answer: The Path to Autonomy in Tibet, Burma, and South Sudan." In *Regional Autonomy, Cultural Diversity and Differentiated Territorial Government: The Case of Tibet - Chinese and Comparative Perspectives*, Routledge with Toniatti, R; Woelk, J Eds.**Dissertations and/or Theses Supervised over Past Five Years:** 0**Distinctions:** 2009 Leon H. Wallace Teacher of the Year Award, IU School of Law; 2007 Elected first Faculty Lunch-time Commencement Speaker by IU School of Law Graduating Class; 2006 Leonard D. Fromm Public Interest Faculty Award; 2004 Senior Fellow, European University Institute, Fiesole, Italy

Language Competence:

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Lois Recascino Wise

Title/Department: Professor Emeritus, School of Public and Environmental Affairs; (tenured)

Education: PhD, Indiana Univ., 1982; MS, Indiana State Univ., 1974; BA, William Paterson Univ., 1970,

Academic Experience: 1997-Present, Professor Emeritus, IU; 2008-2012, Director, West European Studies, IU; 2008-2012, Director, European Union Center, IU

Overseas Experience: Visiting Scholar, Swedish Agency for Government Employers, Stockholm, (Fall term 1996; May-June 1996; May-June 1995 and Sept-December 1995). Visiting Researcher, Swedish Association for Local Authorities, Stockholm, Sweden (June 1994) (May-June 1992)

Foreign Language Proficiency: Swedish 4

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 25%

Area International Studies Courses Taught: V575-Comparative Public Management; V450-Managing a Diverse Public Workforce (cross listed with West European Studies); W805/V590 Program Evaluation Policies in the European Union

Research/Teaching Specialization: Public management; Comparative public administration; Employment policies and practices; Work motivation

Recent Publications (4): 2012, Co-author with Abelkop, A; Botos, A; Graham, G, "Regulating Industrial Chemicals: Lessons for US Lawmakers from the European Union's REACH Program." *Environmental Law Review* 42; 2011, Co-author with Abelkop, A; Botos, A; Graham, G, "Risk vs. Hazard: Lessons from the EU's REACH Program." *European Journal of Risk and Regulation* (2)

Dissertations and/or Theses Supervised over Past Five Years: 2

Distinctions: Distinguished Woman of the Year, 2008, Tulip Trace Girl Scouts/Namaste Fndn.; IU Trustee Teaching Award, 2006; Cert. of Appreciation, Founding Member. Paul Volker Endowment for Public Service Res. and Education, 2001; Cert. of Appreciation, Special Advisor, State U. of Rio de Janeiro, 2000; Jubilee Prize for Int. Scholarship, Swedish Inst., presented by King Carl XVI Gustaf, 1995

Vafa Yunusova

Title/Department: Senior Lecturer of Azerbaijani, Department of Central Eurasian Studies

Education: PhD, Michigan State Univ., In progress; MA, Azerbaijani Univ. of Languages., 1991; BA, Azerbaijani Univ. of Languages., 1991

Overseas Experience: Azerbaijan, Georgia, Germany

Language Proficiency: Azerbaijan 5, English 3, Russian 3, Turkish 3

Percentage of Time Dedicated to Inner Asian and Uralic Studies: 25%

Area International Studies Courses Taught: Introductory and Intermediate Azerbaijani Language

Research/Teaching Specialization: Participated in OPI workshop sponsored by Summer Language Workshop and the Russian and East European Institute, IU 2017; Holder of CELTA certificate, UK 2015, and TESOL Leadership Development Certificate, USA 2015; Passed TKT EXAM (Teaching Knowledge Test, Modules 1-3), Cambridge University, UK 2007; Completed a three credit "L530 English as a Foreign Language/English as a Second Language Assessment" offered by Indiana University's School of Education 2006; Participated in summer schools organized by EATEFL, ACTEFL, ITEFL, Hornby, British Council and American Embassy on Methodology in Ukraine (2003), Uzbekistan (2005), Georgia (2005); Completed teacher/trainer of trainer courses at Warwick (2004) and Essex (2010) Universities, the UK; Worked in BC Azerbaijan INSETT (in Service Teacher Training Project) as a teacher/trainer of trainers (2003-2007), contributed as a co-author in baseline research

Recent Publications: Co-author of the BA degree Program for Teaching English to Young Learners, Science and Education Publishing House, Baku 2011; Co-author of the BA degree Program for English as a Foreign Language, Azerbaijan University Publishing House, Baku 2010; Co-author of *A Baseline Survey of English Language Teaching in Azerbaijan*, "Chapter 3: Classroom Teaching", British Council Azerbaijan, Baku 2003-2005

Language Competence:

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Roman I. Zlotin**Title/Department:** Senior Lecturer, Department of Geography; (non-tenure track)**Education:** PhD, USSR Academy of Sciences, 1970; MS, Moscow State Univ., 1963**Academic Experience:** 2002-Present, Senior Lecturer, Department of Geography, Indiana University; 2001-Present, Adjunct Professor, Department of Biology, University of New Mexico; 2000-2001, Distinguished Visiting-Scholar-in-Residence, Center for the Study of Global Change, Indiana University; 1996-2000, Visiting Researcher, Department of Biology, University of New Mexico**Overseas Experience:** Native of Russia; extensive research in Central Asia and Poland**Language Proficiency:** Russian 5, English 3, Polish 1, German 1**Percentage of Time Dedicated to Inner Asian and Uralic Studies:** 50%**Area International Studies Courses Taught:** U374/U574 Environmental Problems and Social Constraints in Northern and Central Eurasia; G427 Russia and Its Neighbors; R300/500 Current Issues: Russia and Its Neighbors; G120 World Regional Geography; I325 Environmental Issues; Environmental Policies and**Research/Teaching Specialization:** Man-made degradation of biodiversity and deterioration of public health in Russia and Central Asia; dynamics of mast production in woodland ecosystems of New Mexico**Recent Publications (5):** 2002, Sole author, with "Biodiversity and productivity of ecosystems." In *Physical Geography of Northern Eurasia: Russia and the Neighboring States*, Oxford University Press with Shahgedanova, M Ed.; 2002, Co-author with Parmenter, RR, "Dynamics of Juniper, Pinyon and Oak Mast Production in Woodland Ecosystems of Central New Mexico." Abstracts of Annual ESA Meeting, Arizona**Distinctions:** None

Language Competence:

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Position Title: Mongolian Studies Postdoctoral Fellow

Position Type: Postdoctoral Teaching Fellow

Department Name: Inner Asian and Uralic National Resource Center/Department of Central Eurasian Studies

Division Name: School of Global and International Studies

Salary Level: \$43,450 per academic year

Justification of Need:

To teach Mongolian history and cultural studies while job search for full time position is completed.

Job Summary:

Teach courses on issues relating to contemporary and traditional Mongolian history, politics, religion, and/or society at Indiana University.

The position will focus on the period from 1200 AD to the present and will offer courses for the undergraduate and graduate levels as well as modern and pre-modern Russian-Mongolian and Chinese-Mongolian relations and Mongolia's connections to the rest of Central Asia. Proficiency in modern and classical Mongolian languages as well as capability in Russian and Chinese will allow the fellow to offer students a broader range of opportunities including teaching courses in foreign languages.

Duties include:

- Participate in regular CEUS department meetings
- Create course syllabi for all courses
- Offer courses covering Mongolian history, politics, religion, society, and foreign relations from 1200 AD to the present
- Aid IAUNRC in relevant programming and outreach including on campus lectures

Required Qualifications:

Candidates should have the PhD or be ABD at time of appointment. She or he should demonstrate commitment to research, teaching, public engagement, and working on Mongolian Studies program development with Indiana University's world-class Central Eurasian Studies faculty as well as with the School of Global and International Studies. He or she is expected to teach courses at the undergraduate and graduate levels. Proficiency in modern and/or classical Mongolian.

Preferred Qualifications:

Proficiency in Russian and modern and/or classical Chinese language with the ability to teach courses and/or offer opportunities for advanced students to discuss course materials in foreign languages.

Position Title: Project and Programming Assistant
Position Type: Graduate Assistant (.50 FTE 20 hrs/wk)
Department Name: Inner Asian and Uralic National Resource Center
Division Name: School of Global and International Studies
Salary Level: \$15,750 per academic year

Justification of Need:

To assist with the daily operation of the Inner Asian and Uralic National Resource Center

Job Summary:

Oversees the implementation of projects and maintains IAUNRC website. Position will work closely with IAUNRC Assistant Director to organize outreach activities for a variety of audiences and to promote the study of the Central Eurasian region.

Duties include:

- Write, edit, and publish articles for the Center's biannual newsletter; Update and publish Center's weekly calendar of events
- Oversee the maintenance of the Center's library of resources, including updating the library catalogue and tracking the lending of materials
- Conduct and organize outreach activities at various public venues including K-12 schools, public libraries, and other community centers
- Manage the Center's website and update IAUNRC social media accounts
- Assist in grant report compilations and conduct effective management of FLAS volunteers
- Represent the IAUNRC at public events and be willing to travel

Required Qualifications:

Possess a valid driver's license with the ability to be insured by Indiana University.

Competence with information technology is required. Familiarity with publishing platforms that consist of web and print based as well as with databases. Must have significant expertise with information technology, preferably knowledge of HTML, Dreamweaver, Photoshop, MySQL, InDesign, Illustrator, Audition, Drupal Core, and Filemaker. Excellent interpersonal and communication skills, written and verbal, including exceptional public relations skills and ability to interact and communicate with a wide variety of audiences.

Preferred Qualifications:

Familiarity with the peoples, regions, and languages of Central Eurasia is preferred. Experience working with video conference equipment a plus.

Position Title: Afghan Language Instructor (Pashto or Dari)

Position Type: Adjunct Instructor

Department Name: Center for Languages of the Central Asian Region/Inner Asian and Uralic National Resource Center

Division Name: School of Global and International Studies

Salary Level: \$7,000 per academic year

Justification of Need:

To teach Dari/Pashto as a foreign language

Job Summary:

Teach Dari and/or Pashto at Harold Washington College (HWC). Collaborate with CeLCAR's Afghan Languages Project Team (LPT), along with the center's Director, Afghan Languages Developer, Language Instructional Specialist (LIS), and Information & Communication Technology (ICT) Specialist to test and provide feedback on the Dari/Pashto teaching materials.

Duties include:

- Participating in regular LPT meetings
- Creating a course syllabus based on the Dari/Pashto language textbook and creating interesting and engaging lesson plans using the textbook content as a guide
- Tracking all errors, misunderstandings, confusions, or learning gaps in textbook draft, and provide regular reports on issues to the LPT, including providing suggestions for improvement
- Administering consistent and frequent informal formative assessments of learners to check for comprehension and evaluate material effectiveness
- Administering mid-course and end-of-course materials evaluation surveys to course participants
- Completing mid-course and end-of-course materials evaluation surveys as course instructor
- Administering pre-course and post-course proficiency exams to course participants to measure language growth of each learner

Required Qualifications:

Excellent interpersonal and communication skills, oral and written, including the ability to interact and communicate proficiently in both English and Dari and/or Pashto. Minimum of a bachelor's degree.

Preferred Qualifications:

Some knowledge in the field of applied linguistics and/or language learning pedagogy is preferred. Prior experience teaching a foreign language, preferably a foreign language. Bachelor's degree, Master's degree, and/or PhD in linguistics, education, or a related field preferred.

Position Title: Dari Heritage Language Instructor

Position Type: Adjunct Instructor

Department Name: Center for Languages of the Central Asian Region/Inner Asian and Uralic National Resource Center

Division Name: School of Global and International Studies

Salary Level: \$7,000 per academic year

Justification of Need:

To teach Dari to heritage language learners

Job Summary:

Teach Dari to heritage language learners at Northern Virginia Community College (NOVA). Collaborate with CeLCAR's Afghan Heritage Language Project Team (LPT), along with the center's Director, Afghan Languages Developer, Language Instructional Specialist (LIS), and Information & Communication Technology (ICT) Specialist to test and provide feedback on the Heritage Dari teaching materials.

Duties include:

- Participating in regular LPT meetings
- Creating a course syllabus based on the Heritage Dari language textbook and creating fun and engaging lesson plans using the textbook content as a guide
- Tracking all errors, misunderstandings, confusions, or learning gaps in textbook draft, and provide regular reports on issues to the LPT, including providing suggestions for improvement
- Administering consistent and frequent informal formative assessments of learners to check for comprehension and evaluate material effectiveness
- Administering mid-course and end-of-course materials evaluation surveys to course participants
- Completing mid-course and end-of-course materials evaluation surveys as course instructor
- Administering pre-course and post-course proficiency exams to course participants to measure language growth of each learner

Required Qualifications:

Excellent interpersonal and communication skills, oral and written, including the ability to interact and communicate proficiently in both English and Dari. Minimum of a bachelor's degree.

Preferred Qualifications:

Some knowledge in the field of applied linguistics and/or language learning pedagogy is preferred. Prior experience teaching a foreign language, preferably a foreign language. Bachelor's degree, Master's degree, and/or PhD in linguistics, education, or a related field preferred.

Position Title: Bridges Coordinator

Position Type: Hourly (20 hrs/wk for 44 weeks)

Department Name: Joint Position

Division Name: School of Global and International Studies

Salary Level: \$20/hour (approximately \$22,000 annually)

Justification of Need:

The Bridges Coordinator will administer the *Bridges: Children, Languages, World* program, which offers language and culture classes to young learners in the greater Bloomington, Indiana area. *Bridges* emphasizes Less Commonly Taught Languages (LCTLs), many of which have been identified as Critical Needs Languages by the U.S. State Department and other federal agencies.

Job Summary:

Provides oversight of the *Bridges: Children, Language, World* program and will work closely with the Indiana University National Resource Centers' leadership. Duties include the supervision of and guidance for student volunteer teachers reviewing and approving all lesson plans, visiting classes and offering post-class feedback, conducting orientations and mid-semester workshops for volunteer teachers, overseeing the registration process, communicating with parents and guardians of children enrolled in the program, maintaining records of attendance and performance, ordering materials, maintaining website, and other duties as needed.

Required Qualifications:

Bachelor's degree; Experience with second language acquisition and curriculum design; Excellent interpersonal and communication skills, written and verbal, including ability to interact and communicate with a wide variety of individuals; Strong organizational and multitasking skills, including ability to manage multiple tasks in a timely and accurate manner and maintain confidentiality; Must possess a valid driver's license with the ability to be insured by Indiana University.

Preferred Qualifications:

Facility in language pedagogy and knowledge of various areas studies; Experience in elementary, secondary, and or higher education; Bilingualism; Knowledge of and experience in using IU systems (including but not limited to KFS, UHRS, Travel Management, Purchasing); Experience in website management and social media outreach.

Position Title: Director of Global Education Initiatives
Position Type: Professional Staff (1 FTE 40 hrs/wk)
Department Name: Center for P-16 Research and Collaboration
Division Name: School of Education and School of Global and International Studies
Salary Level: \$51,000 annually

Justification of Need:

The Director of Global Education Initiatives will work with the School of Global and International Studies, School of Education, Indiana Department of Education, and the School of Global and International Studies' area studies centers to develop and implement multiple statewide initiatives to create a stronger infrastructure for proficiency-based language instruction, broadly internationalize K-12 education through trainings for teachers and administrators, provide professional development to school districts in Indiana, and expand teacher certification and licensing for language instruction.

Job Summary:

The primary responsibility of the Director is to internationalize P-16 education in Indiana by working with in-service and pre-service teachers and elementary and secondary school leaders to advance and strengthen global and area studies and language learning. The Director will develop and advance many internationalization initiatives, including:

- Global Competency Certificate: a certificate available to all Indiana University-Bloomington students that consists of academic coursework, fieldwork, and capstone projects with global components, which will help to prepare students for a global career.
- Advance high-quality language instruction in K-12 schools: This position will lead teacher workshops in proficiency-based language instruction and will promote the Indiana Certificate of Multilingual Proficiency.
- Professional development: lead multiple workshops for middle and high school social studies in-service teachers (Urban Growth Workshops), elementary language arts teachers (Global Literacy Invitations), and Dual Language Immersion teachers from pilot programs across Indiana.

Required Qualifications:

Master's degree in international education, language education, or a related field; Strong commitment to working with teachers in K-12 settings; Ability to work collaboratively with university colleagues and school district partners; Experience with curriculum design and language pedagogy; Excellent interpersonal and communication skills, written and verbal, including ability to interact and communicate with a wide variety of individuals; Strong organizational and multitasking skills, including ability to manage multiple tasks in a timely and accurate manner and maintain confidentiality; Must possess a valid driver's license with the ability to be insured by Indiana University and able to travel regularly in-state.

Preferred Qualifications:

Doctoral degree in international education, language education, or related field is strongly preferred; Experience in elementary, secondary, and or higher education; Bilingualism.

Position Title: Global Employability Coordinator

Position Type: Hourly (29 hrs/wk for 48 weeks)

Department Name: Joint Position

Division Name: School of Global and International Studies

Salary Level: \$18/hour (approximately \$25,000 annually)

Justification of Need:

The Global Employability Coordinator will support the Global Employability Initiative through overseeing the development of the Ivy Tech Global Workforce Skills Certificate and by facilitating professional development opportunities for educators in Career and Technical Education programs.

Job Summary:

Provides programming and project coordination for the Global Employability Initiative to support the objectives of Indiana University Area Studies Centers in meeting workforce needs for global competencies. Position will work closely with the Center for the Study of Global Change leadership to ensure that the Ivy Tech Global Workforce Skills Certificate and that professional development workshops and presentations for K-12 educators and counselors are developed and implemented efficiently and effectively.

Duties include supporting Ivy Tech faculty in developing the Global Workforce Skills certificate and applicable curricular materials, organizing and leading the summer Global Employability Workshop for CTE educators, presenting on Global Workforce Skills at IDOE organized professional development events for school counselors, and coordinating speakers on global workforce skills for College and Career Pathway Fairs at Indiana high schools. This individual must also help Ivy Tech seek approval for certificate at state level.

Required Qualifications:

Bachelor's degree; Familiarity with K-12, CTE or Community College educational institutions; Experience with curriculum design; Excellent interpersonal and communication skills, written and verbal, including ability to interact and communicate with a wide variety of individuals; Strong organizational and multi-tasking skills, including ability to manage multiple tasks in a timely and accurate manner and maintain confidentiality; Must possess a valid driver's license with the ability to be insured by Indiana University and able to regularly travel in-state.

Preferred Qualifications:

Master's degree strongly preferred; Experience in international education; Knowledge of and experience in working for a global company or organization; Bilingualism.

Course Number	Course Title	Instructor	Relevant Content	Terms Offered	Credit Hours	AY 2016-17 UG Grad		AY 17/18	AY 18/19
Anthropology									
ANTH-A 107	Becoming Human: Evolution	Sept	25%	Fall	3	148	0		x
ANTH-A 107	Becoming Human: Evolution	Ruck	25%	Spring	3	30	0		x
ANTH-A 205	Nomads, Networks, and Communities	Graber	70%	Fall	3			x	x
ANTH-A 208	Anthropology: Arts and Expressive Behavior	Gilley	25%	Spring	3			x	x
ANTH-A 208	Anthropology: Arts and Expressive Behavior	Lepselter	25%	12	3			x	x
ANTH-B 370	Human Variation	Kaestle	25%	Spring	3	79	0		x
ANTH-E 101	Sustainability and Society	Brondizio	25%	Spring	3	25	0		x
ANTH-E 200	Social and Cultural Anthropology	Seizer	25%	Fall	3	80	0		x
ANTH-E 200	Social and Cultural Anthropology	Bigozhin	25%	Spring	3	60	0		x
ANTH-E 200	Social and Cultural Anthropology	Seizer	25%	Fall	3			x	x
ANTH-E 200	Social and Cultural Anthropology	Pullum	25%	Spring	3			x	x
ANTH-E 210	Rethinking Race Globally	Buelow	50%	Spring	3	20	0		
ANTH-E 251■	Post-Taliban Afghanistan and the War on Terror	Shahrani	100%	Fall				x	x
ANTH-E 300■	Tibet and the West	Conrad	100%	Fall	3	14	0		
ANTH-E 300	Culture Areas & Ethnic Groups	Mitchell	35%	Spring	3			x	
ANTH-E 317	Ethnographies of Media Worlds	Gershon	25%	Spring	3	28	0		x
ANTH-E 318	Nature/Culture: Environmental Anthropology	Osterhoudt	25%	Fall	3	25	0		x
ANTH-E 338/609	Stigma: Culture, Identity, & Abjection	Seizer	25%	Spring	3	16	4		
ANTH-E 383	A World of Work	Gershon	25%	Spring	3	24	0		
ANTH-E 386	Performance, Culture, Power in the Middle East	Goodman, Jane	25%	Fall	3	19	0		

Asterisk indicates supported in part by Title V funding. ■ indicates cross-listed course.

Absence of enrollment figures indicates course was not offered.

Course Number	Course Title	Instructor	Relevant Content	Terms Offered	Credit Hours	AY 2016-17 UG Grad		AY 17/18	AY 18/19
ANTH-E 397■	Peoples and Cultures of the Middle East	Shahrani	100%	Fall	3	13	0		x
ANTH-E 397■	Peoples and Cultures of the Middle East	Shahrani	100%	Spring	3			x	x
ANTH-E 418	Globalization and Consumer Culture	Gilley	25%	Spring	3	23	0		x
ANTH-E 421	Food and Culture	Brown	25%	Fall	3	28	0		
ANTH-E 421/621	Food and Culture	Robinson	25%	Spring	3	23	2		
ANTH-E 436	The Politics of Marriage	Friedman	25%	Fall	3	16	0		
ANTH-E 437	Power and Violence: Political Systems in Ethnographic Perspective	Goodman, Jane	25%	Spring	3	14	0		
ANTH-E 460/660	The Arts in Anthropology: Sensual Knowledge	Royce	25%	Fall	3	17	5		x
ANTH-E 502	Introduction to Performance	Lepselter	25%	Spring	3	0	7		x
ANTH-E 527	Environmental Anthropology	Brondizio	25%	Fall	3	0	7		x
ANTH-E 600*	Anthropology of Religion	Shahrani	50%	Fall	3	0	6		x
ANTH-E 600	Textual Ethnography in Central Asia and Beyond	Golestaneh	100%	Fall	3	0	1		x
ANTH-E 600■	Comparative Study of Middle Eastern and Central Asian Islam	Shahrani	100%	Fall	3			x	x
ANTH-E 600■	Islam and Politics in Central Asia and the Middle East	Shahrani	100%	Spring				x	x
ANTH-E 674	Anthropology of Human Rights	Sterling	25%	Spring	3	0	10		
ANTH-E 674	Anthropology of Human Rights	Sterling	25%	Spring	3			x	
ANTH-H 500	History of Anthropological Thought: 19th-20th Centuries	Gershon	25%	Fall	3	0	5		x

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Absence of enrollment figures indicates course was not offered.

Course Number	Course Title	Instructor	Relevant Content	Terms Offered	Credit Hours	AY 2016-17 UG Grad		AY 17/18	AY 18/19
ANTH-H 500	History of Anthropological Thought: 19th-20th Centuries	Gershon	25%	Fall	3			x	x
ANTH-L 200	Language and Culture	Suslak	25%	Fall	3	44	0		x
ANTH-L 200	Language and Culture	Suslak	25%	Spring	3	61	0		x
ANTH-L 200	Language and Culture	Suslak	25%	Fall	3			x	x
ANTH-L 200	Language and Culture	Suslak	25%	Spring	3			x	x
ANTH-L 204	Language and (In)tolerance	Lesourd	25%	Spring	3	15			
ANTH-L 314	Performance as Communicative Practice	Lepselter	25%	Fall	3	28	0		
ANTH-L 400/600	Language Revitalization	Lesourd	25%	Spring	3	8	1		x
ANTH-L 400/600	Seminar in Ethnography of Communication	Graber	100%	Spring	3			x	x
ANTH-L 407/507	Language and Prehistory	Lesourd	25%	Fall	3	11	4		x
ANTH-L 500	Proseminar in Language & Culture	Graber	100%	Spring	3			x	x
ANTH-P 250	Introductory World Archaeology	Alt, Susan	25%	Fall	3			x	x
ANTH-P 302	Invention and Technology	Pyburn	50%	Spring	3			x	
ANTH-P 380	Prehistoric Diet and Nutrition	Barros	50%	Spring	3			x	x
ANTH- P 399/600■	Archaeology of Central Asia	Pyburn	100%	Fall				x	x
ANTH-P 430	Archaeology of Violence & Conflict	Alt, Susan	25%	Fall	3	8	0		
ANTH-P 411	Archaeology of Religion	Alt, Susan	25%	Spring	3			x	x

Art History

ARTH-A 204	East Asian Buddhist Art	Coleman	25%	Spring	3			x	
ARTH-A 281	Introduction to Islamic Visual Culture	Graves	50%	Spring	3			x	x

Asterisk indicates course supported in part by Title VI funding. ■ indicates cross-listed course.

Absence of enrollment figures indicates course was not offered.

Course Number	Course Title	Instructor	Relevant Content	Terms Offered	Credit Hours	AY 2016-17 UG Grad		AY 17/18	AY 18/19
ARTH-A 300	Topics in Art History: Heritage in Crisis	Graves	50%	Spring	3			x	x
ARTH-A 393	Museums: Display of Culture	Graves	50%	Fall	3			x	x
ARTH-A 459/589	Painted Image in the Islamic World	Graves	65%	Fall	3			x	x
Business									
BUS-A 271	Global Business Analysis - Accounting	Cook	25%	Spring	3			x	x
BUS-A 272	Global Business Analysis - Accounting	Cook	25%	Spring	3			x	x
BUS-C 271	Global Business Analysis - Business Management	Heidewald	25%	Spring	3			x	x
BUS-C 272	Global Business Analysis - Business Management	Heidewald	25%	Spring	3			x	x
BUS-D 270	Global Business Environments	Garcia	25%	Fall	1.5	865	0		x
BUS-D 270	Global Business Environments	Harrison	25%	Fall	1.5	518	0		x
BUS-D 270	Global Business Environments	Kovacs	25%	Spring	3			x	x
BUS-D 270	Global Business Environments	Garcia	25%	Spring	1.5	369	0		x
BUS-D 271	Global Business Analysis - International Business	Wang	2%	Spring				x	x
BUS-D 271	Global Business Analysis - International Business Management	Kanning	25%	Fall	1.5	237	0		x
BUS-D 271	Global Business Analysis - International Business Management	Watkins	25%	Fall	1.5	202	0		x
BUS-D 271	Global Business Analysis - International Business Management	Kanning	25%	Spring	1.5	155	0		x
BUS-D 271	Global Business Analysis - International Business Management	Kanning	25%	Spring	1.5	147	0		x

Asterisk indicates course supported in part by Title V funding. ■ indicates cross-listed course.

Absence of enrollment figures indicates course was not offered.

Course Number	Course Title	Instructor	Relevant Content	Terms Offered	Credit Hours	AY 2016-17		AY 17/18	AY 18/19
BUS-D 271	Global Business Analysis - International Business Management	Watkins	25%	Spring	1.5	150	0		x
BUS-D 271	Global Business Analysis - International Business Management	Clark	25%	Spring	1.5	149	0		x
BUS-D 271	Global Business Analysis - International Business Management	Goerner	25%	Spring	1.5	147	0		x
BUS-D 271	Global Business Analysis - International Business Management	Ash	25%	Spring	1.5	153	0		x
BUS-D 271	Global Business Analysis - International Business Management	Li	25%	Spring	1.5	58	0		x
BUS-D 272	Global Business Imersion - International Business	Schlegel	25%	Spring				x	x
BUS-D 272	Global Business Immersion - International Business Management	McDougal	25%	Spring	3	48	0		
BUS-D 311	Global Management	Schlegel	25%	Fall	3	44	0		x
BUS-D 311	Global Management	Schlegel	25%	Fall	3	37	0		x
BUS-D 311	Global Management	Schlegel	25%	Spring	3	80	0		x
BUS-D 311	Global Management	Schlegel	25%	Fall	3			x	x
BUS-D 311	Global Management	Schlegel	25%	Fall	3			x	x
BUS-D 311	Global Management	Schlegel	25%	Spring	3				x
BUS-D 312	Building Management Cross Cultural Competency	Watkins	25%	Fall	3	45	0		x
BUS-D 312	Building Management Cross Cultural Competency	Watkins	25%	Fall	3	27	0		x
BUS-D 503	International Business Environment	Schlegel	25%	Fall	3	0	41		x
BUS-D 503	Global Business Environments	Schlegel	25%	Fall	3			x	x
BUS-F 272	Global Business Immersion - Finance	Shockley	25%	Spring	3	24	0		x
BUS-F 494	International Finance	Patterson	25%	Fall	3	30	0		x
BUS-F 494	International Finance	Patterson	25%	Fall	3	21	0		x

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Course Number	Course Title	Instructor	Relevant Content	Terms Offered	Credit Hours	AY 2016-17 UG Grad		AY 17/18	AY 18/19
BUS-M 272	Global Immersion - Marketing	Gildea	25%	Spring	3			x	x
BUS-M 306	Global Sales Workshop 1	Ragland III	25%	Fall	3			x	x
BUS-M 306	Global Sales Workshop 1	Ragland III	25%	Spring	3			x	x
BUS-M 401	International Marketing	Kitzmiller	25%	Spring	3			x	x
BUS-M 406	Global Sales Workshop 2	Ragland III	25%	Fall	3			x	x
BUS-M 406	Global Sales Workshop 2	Ragland III	25%	Spring	3			x	x
BUS-M 594	Global Marketing Management	Lalwani	25%	Spring	3			x	x
BUS-P 272	Global Immersion - Supply Chain Management	Barsi Lopes	25%	Spring	3			x	x
Central Eurasian Studies									
CEUS-R 110	Central Asia: Cultures & Customs	Nazarova	100%	Spring	3	23	0		x
CEUS-R 181	Introduction to Turkey	Özçilik	100%	Spring	3	7	0		x
CEUS-R 191	Introduction to Central Eurasia	Beckwith	100%	Spring	3	12	0		x
CEUS-R 191	Introduction to Central Eurasia	Choksy	100%	Spring				x	x
CEUS-R 213	Islam in Central Asia	DeWeese	100%	Spring	3			x	x
CEUS-R 251■	Post-Taliban War on Terror	Shahrani	100%	Fall	3			x	
CEUS-R 260	The Great Wall of China	Brose	100%	Fall	3			x	x
CEUS-R 270	The Civilization of Tibet	Sara Iwano Conrad	100%	Fall	3	25	0		x
CEUS-R 281	Turkish Literature in Translation	Elbasan-Bozdoğan	100%	Fall				x	
CEUS-R 290	Introduction to Central Asia, Mongolia, and Tibet	Sela, Ron	100%	Fall	3	12	0		x
CEUS-R 290	Introduction to Central Asia, Mongolia, and Tibet	Kamp	100%	Fall	3			x	x
CEUS-R 292	Introduction to Turkic and Iranian Civilization	Golestaneh	100%	Spring	3	24	0		x
CEUS-R 292	Intro to Turkic and Iranian Civilization	Golestaneh	100%	Spring	3			x	x

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Course Number	Course Title	Instructor	Relevant Content	Terms Offered	Credit Hours	AY 2016-17 UG Grad		AY 17/18	AY 18/19
CEUS-R 294	Introduction to Hungary, Estonia, and Finland	Kivik	100%	Fall	3	4	0		x
CEUS-R 294	Hungary, Estonia, and Finland	Kivik	100%	Spring	3			x	x
CEUS-R 295*	Contemporary East Central Europe	Borhi	100%	Fall	3	6	0		x
CEUS-R 299	Nomads, Networks, and Communities	Graber	100%	Fall	3			x	x
CEUS-R 299*	The Cold War	Borhi	100%	Spring	3	1	0		x
CEUS-R 299	History and People of the Silk Road	Dubeansky	100%	Spring	3	7	0		
CEUS-R 299■	Intermediate Topics in Central Eurasian Studies - History of International Politics	Borhi	100%	Spring	3			x	x
CEUS-R 302	Modern Finland	Raun	100%	Fall	3			x	x
CEUS-R 309	Estonia's Place	Kivik	100%	Spring	3	2	0		x
CEUS-R 309/EURO-W 605■	The Baltics Since 1918	Raun	100%	Fall	3	1	1		x
CEUS-R 312/512	Shrine and Pilgrimage in Central Asian Islam	DeWeese	100%	Fall	3	3	7		x
CEUS-R 315/515	Politics and Society in Central Asia	Kamp	100%	Spring	3	4	4		x
CEUS-R 316■	Peoples and Cultures of Central Asia	Shahrani	100%	Spring	3	5	3		x
CEUS-R 329/529	Gender, Women, and Islam in Central Asia	Kamp	100%	Fall	3			x	x
CEUS-R 329/529■	Archaeology of Central Eurasia: The Bronze Age	Pyburn	100%	Fall	3			x	x
CEUS-R 329/529	Textual Ethnography in Central Asia and Beyond	Golestaneh	100%	Spring	3	2	3		
CEUS-R 329/529	Labor and Migration in Central Asia	Kamp	100%	Spring	3	3	3		x
CEUS-R 329/529	Buddhism in Central Asia	Beckwith	100%	Spring	3			x	x
CEUS-R 329/529	Central Asia in Soviet Times	Kamp	100%	Spring	3			x	x

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CEUS-R 330/530	Politics in Modern Xinjiang	Bovingdon	100%	Fall	3			x	x
CEUS-R 349/549	Modernist Art and Culture and Hungary and Central Europe	Kappanyos	100%	Fall	3	1	1		
CEUS-R 349/549	Populism and Extremism in Post-Communist Europe	Kreko	100%	Fall	3	0	1		
CEUS-R 349/549	Contemporary International Relations in East Central Europe: Russia as a New Model?	Kreko	100%	Spring	3	1	2		
CEUS-R 349/549	From Dictatorship to Democracy? Social Psychology of Transitions in Post-Communist Europe	Kreko	100%	Spring	3	1	2		
CEUS-R 349/549*	Hungary in the 20th Century	Borhi	100%	Spring	3	7	1		x
CEUS-R 349/549	War and Peace in Eastern Europe*	Borhi	100%	Spring	3			x	x
CEUS-R 349/549 EURO-W 405/605	War & Peace in Eastern Europe*	Borhi	100%	Fall	3	2	2		x
CEUS-R 351/551	Prophets, Poets, and Kings: Iranian Civilization	Dubeansky	100%	Fall	3	10	3		x
CEUS-R 351/551	Prophets, Poets, and Kings: Iranian Civilization	Choksy	100%	Fall	3			x	x
CEUS-R 352/552*	Peoples and Cultures of the Middle East	Shahrani	100%	Fall	3	7	2		x
CEUS-R 352/552■	Peoples and Cultures of the Middle East	Shahrani	100%	Spring	3			x	x
CEUS-R 359/559	Shi'ism: Debates and Discourses	Golestaneh	100%	Spring	3			x	
CEUS-R 364/564	Shamanism and Folk Religion of the Mongols	Kara	100%	Spring	3			x	x
CEUS-R 370/570	Intro to the History of Tibet	Beckwith	100%	Fall	3			x	x
CEUS-R 371■	Tibet and the West	Conrad	100%	Spring	3	1	0		x
CEUS-R 383	Ottoman Classical Age 1300-1600	Elbasan-Bozdoğan	100%	Spring	3			x	x
CEUS-R 385/585	Structure of Turkish	Özcilik	100%	Fall	3			x	x

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CEUS-R 386/586	Islam and Islamism in Turkey	Silay	100%	Fall	3	7	3		x
CEUS-R 386/586	Islam and Modernity in Turkey	Silay	100%	Spring	3			x	x
CEUS-R 389	Contemporary Turkey	Elbasan-Bozdoğan	100%	Fall	3			x	x
CEUS-R 389/589	Translating Turkish Texts	Silay	100%	Spring	3			x	x
CEUS-R 395/595■	Politics of Identity	Bovingdon	100%	Spring	3			x	x
CEUS-R 397/597	Empires of the Silk Road	Beckwith	100%	Fall	3			x	x
CEUS-R 399/599	Russia and its Neighbors	Zlotin	100%	Spring	3	1	4		x
CEUS-R 399/599	Russia and its Neighbors	Zlotin	100%	Spring	3			x	x
CEUS-R 399/699	Central Eurasian Languages	Özçilik	100%	Spring	3			x	x
CEUS-R 416/616	Religion/Power in Islamic Central Asia	DeWeese	100%	Spring	3	3	3		x
CEUS-R 491	Capstone Seminar in CEUS	Sela, Ron	100%	Fall	3	1	0		x
CEUS-R 491	Capstone Seminar in CEUS	Sela, Ron	100%	Fall	3			x	x
CEUS-R 491	Capstone Seminar in CEUS	Sela, Ron	100%	Spring	3			x	x
CEUS-R 509■	Unity and Diversity in the European Union	Raun	100%	Spring	3			x	x
CEUS-R 529 GEOG-G 378■	Geography of North Central Asia	Zlotin	100%	Fall	3	15	1		x
CEUS-R 549	Russian Political Influence in Post-Transitional Central and Eastern Europe	Kreko	100%	Fall	3	0	2		x
CEUS-R 559	The Iranian Revolution: Comparative Analyses	Golestaneh	100%	Fall	3	0	8		
CEUS-R 559	State and Faith in Iranian Societies: Sources, Scholarship, Research	Choksy	100%	Fall	3			x	x
CEUS-R 562	Mongolian Civil and Folk Culture	Kara	100%	Fall	3			x	x
CEUS-R 569	New Mongol Literatures	Kara	100%	Fall	3	0	1		x
CEUS-R 569	Traditional Mongol Literature	Kara	100%	Spring	3	0	2		x
CEUS-R 569	Mongolian Folklore	Kara	100%	Spring	3			x	x
CEUS-R 585 LING L 490/590*	Structure of Turkish	Özçilik	100%	Fall	3	7	6		x

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CEUS-R 589 EURO-W 406/605■	Nazi and Stalinist Art and Culture in Hungary and Central Europe	Kappanyos	100%	Spring	3	1	3		
CEUS-R 599	Writing Systems in Asia	Kara	100%	Fall	3			x	x
CEUS-R 599*	Teaching Area Studies	Bovingdon	100%	Spring	3	0	10		x
CEUS-R 599	Altaic Linguistics	Kara	100%	Spring	3	0	3		x
CEUS-R 600	Advanced Readings in Baltic and Finish Studies	Raun	100%	Fall	3			x	x
CEUS-R 600	Advanced Readings in Central Asian Studies	Özçilik	100%	Fall	3			x	x
CEUS-R 610	Advanced Readings in Central Asian Studies	Kamp	100%	Fall	3			x	x
CEUS-R 628	Russia's Orient 1552-1924	Lazzerini	100%	Fall	3	0	6		
CEUS-R 629	Islamic Hagiography in Central Asia	DeWeese	100%	Spring	3	0	5		x
CEUS-R 650	Iran-Saudi Relations	Golestaneh	100%	Fall	3	0	1		
CEUS-R 650	Advanced Readings in Iranian Studies	Lozensky	100%	Fall	3			x	x
CEUS-R 666	Mongolian Languages and Dialects	Kara	100%	Fall	3	0	3		x
CEUS-R 670	Advanced Readings in Tibetan Studies	Rabsal	100%	Fall	3	0	1		x
CEUS-R 670	Advanced Readings in Tibetan Studies	Rabsal	100%	Fall				x	x
CEUS-R 670	Advanced Readings in Tibetan Studies	Rabsal	100%	Spring	3			x	x
CEUS-R 680	Advanced Readings in Turkish Studies	Silay	100%	Fall	3	0	1		x
CEUS-R 691	MA Research	Choksy	100%	Spring	3			x	x
CEUS-R 698*	Empire and Ethnicity in Modern Russia	Raun	100%	Spring	3	0	3		x
CEUS-R 711■	Anthropology of Religion	Shahrani	100%	Fall	3	0	2		x
CEUS-R 711■	Representations of Islam and Muslims in Central Asia and the Middle East	Shahrani	100%	Fall	3			x	x
CEUS-R 711■	Islam and Politics in Central Asia and the Middle East	Shahrani	100%	Spring	3			x	x
CEUS-R 890	CEUS PhD Thesis	Choksy	100%	Spring	3			x	x

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Course Number	Course Title	Instructor	Relevant Content	Terms Offered	Credit Hours	AY 2016-17 UG Grad		AY 17/18	AY 18/19
CEUS-T 663	Classical Mongolian I	Kara	100%	Fall	3			x	x
CEUS-X 490	Advanced Readings in Central Eurasian Studies	Choksy	100%	Fall	3			x	x
									x
Comparative Literature									
CMLT-C 111	Reading the World	Linard	25%	Fall	3			x	x
CMLT-C 111	Reading the World	Linard	25%	Spring	3			x	x
CMLT-C 147	Images of the Self: East and West	Dragu	25%	Fall	3			x	x
CMLT-C 147	Images of the Self: East and West	Qu	25%	Spring	3			x	x
CMLT-C 580	History and Theory of Translation	Lozensky	65%	Spring	3			x	x
CMLT-C 604	Readings in Literature	Lozensky	50%	Fall	3			x	x
CMLT-C 604	Readings in Literature	Lozensky	50%	Spring	3			x	x
College of Arts and Sciences									
COLL-C 103	Race, Love, and Conquest	Castaneda	25%	Fall	3	92	0		
COLL-C 103	Saints of the Silk Road	DeWeese	100%	Fall	3	49	0		x
COLL-C 103	Concepts of Self: East and West	Stalnaker	50%	Fall	3			x	x
COLL-C 103	Saints of the Silk Road	DeWeese	100%	Spring	3			x	x
COLL-C 104	Global Pop Culture	McGraw	25%	Spring				x	
Cultural Studies									
CULS-C 701	Nationalism in the Balkans	Bucur-Deckard	25%	Fall	3	0	1		x
CULS-C 601	Power, Subjectivity, and the State	Simons	25%	Fall	3	0	3		x
East Asian Studies									
EALC-E 100	East Asia: An Introduction	Oxenboell	25%	Fall	3	141	0		x
EALC-E 190	The Rise of China	Yasuda	50%	Fall	3			x	x
EALC-E 310	Introduction to East Asian Studies	Luo	25%	Fall	3	32			x
EALC-E 332/505	Chinese Literature Since 1300	Xiao	25%	Fall				x	x

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Course Number	Course Title	Instructor	Relevant Content	Terms Offered	Credit Hours	AY 2016-17 UG Grad		AY 17/18	AY 18/19
EALC-E 350/505	Law and Society in Contemporary China	Michaelson; Lanham	25%	Spring	3			x	x
EALC-C 352	The Mongol Conquest of China	Brose	50%	Spring				x	x
EALC-E 390	Contemporary Chinese Politics	Yasuda	25%	Spring	3	16	0		x
Economics									
ECON-E 203	Introduction to International Economics	Stone	25%	Spring	3	18	0		x
ECON-E 203	Introduction to International Economics	Stone	25%		3				x
ECON-E 221	Intermediate Microeconomic Theory	Alexeev	25%	Fall	3			x	x
ECON-E 303	Survey of International Economics	Mendoza	25%	Fall	3			x	x
ECON-E 303	Survey of International Economics	Mendoza	25%	Spring	3			x	x
ECON-E 303	Survey of International Econ	Lee	25%	Spring	3	21	0		x
ECON-E 321	Intermediate Microeconomic Theory	Kaganovich	25%	Spring	3			x	x
ECON-E 321	Intermediate Microeconomic Theory	Kaganovich	25%	Spring	3			x	x
ECON-E 331	International Trade	Beshkar	25%	Fall	3	12	0		x
ECON-E 331	International Trade	Beshkar	25%	Fall	3	24	0		x
ECON-E 331	International Trade	Lugovskyy	25%	Fall	3	47	0		x
ECON-E 331	International Trade	Lashkaripour	25%	Spring	3	67	0		x
ECON-E 332	International Monetary Economics	Hatchondo	25%	Spring	3	25	0		x
ECON-E 351	Law and Economics	Alexeev	25%	Fall	3			x	x
ECON-E 351	Law and Economics	Alexeev	25%	Spring	3			x	x
ECON-E 520	Optimization Theory Economic Analysis	Kaganovich	25%	Fall	3			x	x
ECON-E 530	International Trade	Lugovskyy	25%	Fall	3	0	4		x
ECON-E 630	International Trade II	Beshkar	25%	Spring	3	0	4		x

Education

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Course Number	Course Title	Instructor	Relevant Content	Terms Offered	Credit Hours	AY 2016-17		AY 17/18	AY 18/19
						UG	Grad		
EDUC-H 637	Transnational Migration in Education	Levinson	25%	Fall	3			x	x
EDUC-L 520	Advanced Study of Foreign Language Teaching	Nyikos	50%	Fall	3			0	x
EDUC-L 520	Advanced Study of Foreign Language Teaching	Nyikos	50%	Fall	3			x	x
EDUC-M 403	Lab/Field Experience: Foreign Language/English as a Second Language	Nyikos	50%	Fall	3			x	x
EDUC-M 432	Teaching Foreign Languages 5-12	Nyikos	50%	Spring	3			x	x
EDUC-M 445	Methodologies of Teaching Foreign Language	Nyikos	50%	Fall	3			x	x
EDUC-M 501	Laboratory/Field Experience	Nyikos	50%	Fall	3			x	x
European Studies									
EURO-W 405/605■	Political Systems & Diplomatic Relations after the Fall of Communism	Kreko	50%	Spring	3	2	4		
EURO-W 405■	War and Peace in Eastern Europe	Borhi	100%	Spring	3			x	x
EURO-W 605	Nationalism in the Balkans	Bucur-Deckard	25%	Fall	3	0	1		
EURO-W 605■	Unity and Diversity in the European Union	Raun	100%	Spring	3			x	x
Folklore and Ethnomusicology									
FOLK-E 151	Global Pop Music	Jones, Alisha	25%	Fall	3	156	0		x
FOLK-E 151	Global Pop Music	Jones, Alisha	25%	Fall	3			x	x
FOLK-E 151	Global Pop Music	Jones, Alisha	25%	Spring	3			x	x
FOLK-E 522	The Study of Ethnomusicology	Reed, Daniel	25%	Fall	3	0	13		x
FOLK-E 101	Introduction to Folklore	Barker	25%	Fall	3	294	0		x
FOLK-E 101	Introduction to Folklore	Dobler	25%	Fall	3	72	0		x
FOLK-F 111	World Music and Culture	Gubner	25%	Fall	3	213	0		x
FOLK-F 111	World Music and Culture	Gubner	25%	Fall	3	23	0		x

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FOLK-F 111	World Music and Culture	Gubner	25%	Fall	3			x	x
FOLK-F 111	World Music and Culture	Gubner	25%	Spring	3			x	x
FOLK-F 111	World Music and Culture	Shukla	25%	Spring	3			x	x
FOLK-F 121	World Arts and Cultures	Jackson	25%	Fall	3	23	0		x
FOLK-F 141	Urban Legend	Dobler	25%	Fall	3	151	0		x
FOLK-F 252	Folklore and the Humanities	Jones, Alisha	25%	Fall	3	23	0		x
FOLK-F 305	Cultural Diversity in China	Tuohy	50%	Fall	3			x	x
FOLK-F 404/545	Memoirs and Life Histories in Ethnomusicology	Stone	25%	Fall	3	3	9		x
FOLK-F 523	Fieldwork in Ethnomusicology	Reed, Daniel	25%	Spring	3			x	x
FOLK-F 545	Analysis of Myth	Schrempp	25%	Fall	3	0	6		
FOLK-F 722	Cultural Heritage and Tourism	Tuohy	25%	Fall	3			x	x
FOLK-F 803	Practice in Folklore/Ethnomusicology	McDowell	25%	Fall	3	0	2		x
FOLK-F 804	Professional Strategies and Tools	McDowell	25%	Fall	3	0	5		x
FOLK-E 151	Global Pop Music	Jones, Alisha	25%	Spring	3	135	0		x
FOLK-E 794	Paradigms of Ethnomusicology	McDonald	25%	Spring	3	0	10		x
FOLK-F 101	Introduction to Folklore	Barker	25%	Spring	3	365	0		x
FOLK-F 111	World Music and Culture	Gubner	25%	Spring	3	220	0		x
FOLK-F 121	World Arts and Cultures	Shukla	25%	Spring	3	146	0		x
FOLK-F 121	World Arts and Cultures	Jackson	25%	Spring	3	18	0		x
FOLK-F 252	Folklore and the Humanities	Gubner	25%	Spring	3	27	0		x
FOLK-F 256	The Supernatural and Folklore	Dobler	25%	Spring	3	148	0		x
FOLK-F 330	Folk Culture and Related Fields	Goldstein	25%	Spring	3	20	0		x
FOLK-F 401	Methods and Theories	Orejuela	25%	Spring	3	18	0		x
FOLK-F 525	Readings in Ethnography	McDowell	25%	Spring	3	0	11		x
FOLK-F 532	Public Practice Folk & Ethnomusicology	Kay	25%	Spring	3	0	7		x

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FOLK-F 536	Ethnography of Belief	Goldstein	25%	Spring	3	0	7		x
Gender Studies									
GNDR-G 402	The Politics of Marriage	Friedman	25%	Fall	3	12	0		
GNDR-G 302	Politics of Gender & Sexuality	Waqar	25%	Fall	3	20	0		
Geography									
GEOG-G 107	Physical Systems of Environment	Zlotin	50%	Fall	3			x	x
GEOG-G 110	Intro to Human Geography	Dunn	25%	Fall	3			x	x
GEOG-G 110	Intro to Human Geography	Ciravolo	25%	Spring	3			x	x
GEOG-G 120	Regions of the World	Espinoza	25%	Fall	3			x	x
GEOG-G 120	Regions of the World	Lahey	25%	Spring	3			x	x
GEOG-G 427■	Russia and its Neighbors	Zlotin	50%	Spring	3	7	0		x
GEOG-G 427■	Russia and its Neighbors	Zlotin	50%	Spring	3			x	x
History									
HIST-C 205	Introduction to Islamic Civilization	Sahin	50%	Fall	3	22	0		x
HIST-C 210	Making of Modern Middle East	Sahin	50%	Spring	3			x	x
HIST-C 377	Greek History: Persian Wars to the Legacy of	Robinson	50%	Fall	3			x	
HIST-D 308	Empire of the Tsars	Eklof	50%	Fall	3	25	0		x
HIST-D 308	Empire of the Tsars	Eklof	50%	Fall	3			x	x
HIST-D 310	Russian Revolution and Soviet Regime	Kuromiya	50%	Spring	3			x	x
HIST-D 325	History and Environment in China	Schlesinger	50%	Spring	3			x	x
HIST-D 325/500	Nationalism in the Balkans	Bucur-Deckard	25%	Fall	3	14	4		
HIST-D 327	The Habsburg Empire	Hsia	25%	Fall	3			x	
HIST-G 200	Chinese Frontiers	Schlesinger	50%	Fall	3	31	0		x

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Course Number	Course Title	Instructor	Relevant Content	Terms Offered	Credit Hours	AY 2016-17		AY 17/18	AY 18/19
						UG	Grad		
HIST-G 210	Frontier China	Schlesinger	50%	Fall	3			x	x
HIST-G 385	Modern China	Wang	35%	Spring	3			x	x
HIST-G 387	Contemporary China	Wang	25%	Fall	3			x	x
HIST-H 101	The World in the 20th Century	Guardino	25%	Fall	3	172	0		x
HIST-H 213	The Black Death	Craig	25%	Spring	3			x	
HIST-H 270	What is History?	McGraw	25%	Fall	3	33	0		x
HIST-H 270	What is History?	McGraw	25%	Fall	3			x	x
HIST-H 270	What is History?	Kenney	25%	Fall	3			x	x
HIST-H 270	What is History?	Cadoo	25%	Spring	3			x	x
HIST-H 333	Epidemics in History	Maglen	25%	Fall	3			x	
HIST-H 640	Russian Empire	Eklof	25%	Fall	3	0	3		x
HIST-H 640■	Colloquium in Russian History	Kuromiya	35%	Fall	3			x	x
HIST-H 740	Russian Empire	Eklof	25%	Fall	3	0	2		x
HIST-H 740■	Seminar in Russian History: Soviet History	Kuromiya	50%	Fall	3			x	x
HIST-H 699	Globalizing the Past	Machado	25%	Fall	3	0	7		x
HIST-H 799	Globalizing the Past	Machado	25%	Fall	3	0	1		x
HIST-H 699	Oral History	James	25%	Fall	3	0	7		x
HIST-J 300	Cradle of Globalization	Machado	25%	Fall	3	13	0		x
HIST-J 300	The Cold War	Kuromiya	25%	Spring	3			x	x
HIST-J 400	Rebels and Empires	Elliot	25%	Fall	3	20	0		x
HIST-J 400	Capital Cities	Deliyannis	25%	Fall	3	19	0		
HIST-J 400	The Senses in History	Linenthal	25%	Fall	3	9	0		
HIST-W 200	Genocide in the Modern World	Roseman	25%	Fall	3	67	0		x
HIST-C 210	Making of Modern Middle East	Sahin	25%	Spring	3	54	0		x
HIST-H 102	The world in the 20th Century	Machado	25%	Spring	3	55	0		x
HIST-H 699	Global Environmental History	O'Bryan	25%	Spring	3	0	6		x
HIST-H 799	Empires in World History	Pergher	25%	Spring	3	0	5		
HIST-J 300	Empire and Nation State in the Middle East	Sahin	25%	Spring	3	16	0		x
HIST-J 300	Legacies of World War I in Europe	Roos	25%	Spring	3	19	0		x

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						UG	Grad		
HIST-J 400	History of Empires	Pergher	25%	Spring	3	20	0		x
HIST-J 400	Oral History	James	25%	Spring	3	17	0		x
HIST-J 400	Prisons and Prisoners	Kenney	25%	Fall	3			x	x
HIST-J 400	History of the Empire	Pergher	25%	Fall	3			x	x
HIST-J 400	Revolutions and Counter-revolutions	Gould	25%	Spring	3			x	x
HIST-W 200	The Social History of War	Guardino	25%	Spring	3	56	0		
HIST-W 200	Humanitarianism in History	Moyd	25%	Spring	3			x	x
HIST-W 200	Fascism Compared	Pergher	25%	Spring	3			x	x
HIST-W 203	World War I: Global War	Moyd	25%	Fall	3			x	x
HIST-W 300	Refugees and Migrants: From Elis Island to Budapest Train Station	Zadoff	25%	Spring	3	18	0		x
HIST-W 300	Refugees and Migrants: From Elis Island to Budapest Train Station	Zadoff	25%	Fall	3			x	x
HIST-W 300■	The Cold War	Kuromiya	25%	Spring	3			x	x

Hutton Honors College

HON-H 303	Postcommunism Nostalgia	Antic	25%	Fall	3			x	
HON-H 304	Comparative Foreign Policy	Spechler	25%	Fall	3			x	

History and Philosophy of Science

HPSC-X 305	History and Philosophy of Medicine	Lloyd	25%	Spring	3			x	
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Information and Library Science

ILS-Z 581	Archives and Records Management	Bantin	25%	Fall	3			x	x
ILS-Z 583	Rare Book Librarianship	Baumann	25%	Fall	3			x	x
ILS-Z 584	Manuscripts	Dowell	25%	Fall	3			x	x
ILS-Z 646	Documents and Documentation	Day	25%	Spring	3			x	x
ILS-Z 651	Art Librarianship	Mathews	25%	Spring	3			x	x
ILS-Z 655	Music Librarianship	Cochran	25%	Spring	3			x	x
ILS-Z 657	Digital Humanities	Kousaleos	25%	Spring	3			x	x

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ILS-Z 680	The Book to 1450	Dekydtspotter	25%	Spring	3			x	x
									x
International Studies									
INTL-I 100	Introduction to International Studies	Bovingdon	50%	Fall	3	127	0		x
INTL-I 100	Introduction to International Studies	Nemes	50%	Fall	3	123	0		x
INTL-I 100	Introduction to International Studies	Hosur Suhas	50%	Spring	3			x	x
INTL-I 100	Introduction to International Studies	Nemes	50%	Spring	3			x	x
INTL-I 102	Climate Change - International Studies	O'Reilly	25%	Spring	3			x	x
INTL-I 202	Global Health and Environment	Kane	25%	Fall	3	45	0		x
INTL-I 202	Global Health and Environment	Long	25%	Spring	3			x	x
INTL-I 202	Global Health and Environment	Kane	25%	Spring	3			x	x
INTL-I 203	Global Development	Steinbert	25%	Fall	3	57	0		x
INTL-I 203	Global Development	Ochoa	25%	Spring	3			x	x
INTL-I 204	Human Rights and International Law	Kousaleos	25%	Fall	3	44	0		x
INTL-I 204	Human Rights and International Law	Gilligan	25%	Fall	3	41	0		x
INTL-I 204	Human Rights and International Law	Parnell	25%	Fall	3	44	0		x
INTL-I 204	Human Rights and International Law	Parnell	25%	Spring	3			x	x
INTL-I 204	Human Rights and International Law	Siqueira	25%	Spring	3			x	x
INTL-I 204	Human Rights and International Law	Gilligan	25%	Spring	3				x
INTL-I 205	International Communication and Arts	Kousaleos	25%	Fall	3	46	0		x
INTL-I 205	Culture and Politics	Kousaleos	25%	Fall	3			x	x
INTL-I 205	Culture and Politics	Kousaleos	25%	Spring	3			x	x
INTL-I 205	Culture and Politics	Nemes	25%	Spring	3			x	x

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INTL-I 206	Identity and Conflict	Pinaud	25%	Fall	3	45	0		x
INTL-I 206	Peace and Conflict	Hosur Suhas	25%	Fall	3			x	x
INTL-I 206	Peace and Conflict	Ibrahim	25%	Spring	3			x	x
INTL-I 210	Diplomacy, Security, Governance	Macekura	25%	Spring	3			x	x
INTL-I 212	Negotiating Global Challenges	Minton	25%	Fall	3	9	0		x
INTL-I 220	Global Connections	Siqueira	25%	Fall	3	57	0		x
INTL-I 220	Global Connections	Kousaleos	25%	Spring	3			x	x
INTL-I 222	Global Health Connenctions	Siqueira	25%	Spring	3			x	x
INTL-I 300	Comparative Foreign Policy	Spechler	25%	Fall	3	17	0		x
INTL-I 300	Reffugees and Migrants: From Ellis Island to Budapest Train Station	Zadoff	25%	Fall	3			x	x
INTL-I 300	Comparative Foreign Policy	Spechler	25%	Fall	3			x	x
INTL-I 300	Russia and the EU	Dekalchuk	25%	Spring	3			x	x
INTL-I 300	ISIS and Terrorism	Alsaleh	25%	Spring	3			x	x
INTL-I 300■	Politics and Identity - China	Bovingdon	75%	Spring	3			x	x
INTL-I 300	Contemporary Chinese Politics	Yasuda	50%						x
INTL-I 302	Women's Rights and Health	Siqueira	25%	Spring	3			x	x
INTL-I 303	Comparative Politics of Natural Resources: Linking the Global and the Local	Steinberg	25%	Fall	3	8	0		x
INTL-I 303	Climate Disaster and resilience	O'Reilly	25%	Spring	3			x	x
INTL-I 303	Refugees and Displaced People	Dunn	25%	Spring	3				x
INTL-I 304	Refugees and Displaced People	Dunn	25%	Fall	3	29	0		x
INTL-I 304	Bodies Under Fire: Gender, Violence, and Human Rights	Kousaleos	25%	Fall	3	30	0		x
INTL-I 304	Bodies Under Fire: Gender, Violence, and Human Rights	Kousaleos	25%	Fall	3			x	x
INTL-I 304	Gender and International Human Rights	Rana	25%	Spring	3			x	x

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INTL-I 304	Human Rights in Everyday Life	Parnell	25%	Spring	3			x	x
INTL-I 304	Human Rights in Everyday Life	Parnell	25%	Spring	3			x	x
INTL-I 305	Geographies of Islam	Todd	25%	Fall	3			x	
INTL-I 306	Democracy and Global Politics	Banai	25%	Fall	3	28	0		x
INTL-I 310	War and Peace in the International Order	Istrabadi	25%	Fall	3	30	0		x
INTL-I 310	Global Economic Governance: Power, Institutions, and Ideas	Bauerle	25%	Fall	3	22	0		x
INTL-I 426	Global Governance and International Organizations	Bosco	25%	Fall	3	1	4		x
INTL-I 100	Introduction to International Studies	Banai	25%	Spring	3	149	0		x
INTL-I 202	Global Health and Environment	O'Reilly	25%	Spring	3	78	0		x
INTL-I 203	Global Development	Bauerle	25%	Spring	3	140	0		x
INTL-I 204	Human Rights and International Law	Kousaleos	25%	Spring	3	148	0		x
INTL-I 205	International Communication and Arts	Kousaleos	25%	Spring	3	42	0		x
INTL-I 206	Identity and Conflict	Pinaud	25%	Spring	3	84	0		x
INTL-I 220	Global Connections	Siqueira	25%	Spring	3	53	0		x
INTL-I 222	Global Health Connenctions	Siqueira	25%	Spring	3	44	0		x
INTL-I 300 JSTU-J 304	Refugees and Migrants: from Ellis Island to Budapest Train Station	Zadoff	25%	Spring	3	15	0		x
INTL-I 303	Dclimate Disaster and Relilience	O'Reilly	25%	Spring	3	13	0		x
INTL-I 303	Global Humanitarianism	Dunn	25%	Spring	3	32	0		x
INTL-I 304	Gender and International Human Rights	Rana	25%	Spring	3	26	0		x
INTL-I 305	Media and Politics in Comparative Perspective	Stein	25%	Spring	3	4	0		x
INTL-I 306	Identity Politics in Divided Societies	Bovingdon	50%	Spring	3	24	0		x

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UG	Grad								
INTL-I 310	Empire, War, and Development	Macekura	25%	Spring	3	31	0		x
INTL-I 310	International Political Thought	Banai	25%	Spring	3	26	0		x
INTL-I 420/502	A Global History of Sustainability	Macekura	25%	Spring	3	9	4		x
INTL-I 422/500	Contested Territories/Conflicted Identities: International Humanitarian Aid	Dunn	25%	Fall	3			x	x
INTL-I 424	War and Peace: Violence Against Civilians in War	Bell	25%	Fall	3			x	x
INTL-I 425/506	Women and War	Pinaud	25%	Fall	3			x	
INTL-I 510	Seminar in Diplomacy, Security, and Government	Bell	25%	Fall	3			x	

Maurer School of Law

LAW-B 504	Introduction to Law	Goodwin	25%	Spring	3			x	x
LAW-B 536	Health Law	Crosley	25%	Spring	3			x	x
LAW-B 540■	After Atrocities: Making the Peace	Istrabadi	25%	Fall	3			x	x
LAW-B 549	International Intellectual Prop	Leaffer	25%	Spring	3	0	13		x
LAW-B 569	Nonprofit Organizations	Prusak	25%	Spring	3			x	x
LAW-B 665	International Law	Waters	25%	Fall	3			x	x
LAW-B 665	International Law	Waters	25%	Spring	3	0	8		x
LAW-B 666	International Securities Law	Hicks	25%	Fall	3	0	14		x
LAW-B 666	International Securities Law	Hicks	25%	Fall	3			x	x
LAW-B 735	International Business Transactions	Buxbaum	25%	Spring	3	0	38		x
LAW-B 755	European Union Law	Craig	25%	Fall	3	0	15		x
LAW-B 759	International Trade	Fidler	25%	Spring	3	0	9		x
LAW-B 782	Introduction to Environmental Law	Barnes	25%	Fall	3	0	9		x
LAW-L 636	Seminar in Transnational Law	Aman	25%	Spring	3	0	7		x
LAW-L 636	Seminar in Transnational Law	Aman Jr.	25%	Spring	3			x	x
LAW-L 712	Drone Law	Lanham	25%	Fall	3	0	16		x
LAW-L 712	Seminar in International Law	Waters	25%	Spring	3			x	x

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LAW-L 724	Seminar in Law and Society of China	Michelson	35%	Spring	3			x	x
LAW-L 728	Seminar in Globalization	Aman	25%	Fall	3	0	15		x
LAW-L 776	Seminar in Criminal Law: Current Issues	Hoffmann	25%	Fall	3			x	x

Linguistics

LING-L 103	Introduction to the Study of Language	Bunger	25%	Fall	3			x	x
LING-L 103	Introduction to the Study of Language	Bunger	25%	Spring	3			x	x
LING-L 203	Introduction to Linguistic Analysis	Zhang	25%	Fall	3			x	x
LING-L 490/590■	Structure of Turkish	Özçelik	100%	Fall	3			x	x
Media School									
MSCH-C 206	Media Reporting in Global World	Lee	25%	Spring	3	30	0		x
MSCH-C 216	Social Science Perspective of Gender and Media	Kraus	25%	Fall	3	49	0		x
MSCH-C 218	Media in the Global Context	Balasundaram	25%	Fall	3			x	x
MSCH-C 219	Media in the Global Context	De Boer	25%	Fall	3	34	0		x
MSCH-C 219	Media in the Global Context	Hassoun	25%	Spring	3	28	0		x
MSCH-C 620	Language, Discourse, Signs and Power: Critical Social Theories of Culture and Communication	Simons	25%	Fall	3	0	8		
MSCH-F 204	Globalization and Film	Adesokan	25%	Spring	3			x	
MSCH-F 398	The Cinema of Dissent	Vitti	25%	Spring	3			x	x
MSCH-F 398	European Film and Genre	Bouchard	25%	Spring	3			x	x
MSCH-J 160	The Media Village	Yang	25%	Fall	3	45	0	x	
MSCH-J 448	Global Journalism: Issues and Research	Comfort	25%	Spring	3			x	x
MSCH-J 614	Globalization, Media, and Social Change	Parameswaran	25%	Spring	3			x	
MSCH-M 413	Global Media Issues	Affe	25%	Fall	3	30	0		x

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MSCH-S 312	Media and Politics in Comparative Perspective	Stein	25%	Spring	3	29	0		x
Music									
MUS-Z 111	Introduction to Music Theory	Guntren	25%	Fall	3	148	0		x
MUS-Z 280	Music of the Silk Road	Huseynova	100%	Fall	3	36	0		x
MUS-Z 280	Music in Global Cinema	Huseynova	50%	Fall	3			x	x
MUS-Z 280	Music in Global Cinema	Huseynova	50%	Fall	3			x	x
MUS-Z 280	Music of the Silk Road	Huseynova	100%	Spring	3			x	x
MUS-Z 280	Music of the Silk Road	Huseynova	100%	Spring	3			x	x
MUS-Z 281	East-West Encounters in Music	Huseynova	50%	Fall	3	35	0		x
MUS-Z 281	East-West Encounters in Music	Huseynova	50%	Spring	3			x	x
MUS-Z 282	Music of Russia	Huseynova	50%	Fall	3			x	x

Near Eastern Languages and Cultures

NELC-370/570	Koranic Studies	Walbridge	25%	Fall	3			x	x
NELC-N 203	Near East Before Islam	Caner	25%	Spring	3	2	0		x
NELC-N 233	Golden Age of Islamic Civilization	Afsaruddin	25%	Fall	3	8	0		x
NELC-N 251■	Post Taliban Afghanistan and the War on Terror	Shahrani	100%	Fall	3			x	x
NELC-N 303	World War I in the Middle East	Walbridge	25%	Fall	3			x	x
NELC-N 304	ISIS: Use and Abuse of Islamic Texts	Al-Saleh	25%	Spring	3	13	0		x
NELC-N 304/695	ISIS and Terrorism	Al-Saleh	25%	Fall	3			x	x
NELC-N 304/695	What is Middle Eastern	Khazzoom	25%	Spring	3			x	

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NELC-N 305/695	Issues in Middle Eastern Literature	Al-Saleh	25%	Fall	3	13	3		x
NELC-N 361	Islamic Feminisms	Afsaruddin	25%	Fall	3			x	x
NELC-N 370/570	Koranic Studies	Walbridge	30%	Fall	3	16	7		x
NELC-N 389	Politics of the UN	Spechler	25%	Spring	3			x	
NELC-N 391/681	War and Peace in Islam	Afsaruddin	30%	Spring	3	10	10		x
NELC-N 392/682	Islam and Modernity	Afsaruddin	30%	Fall	3	6	4		x
NELC-N 392/682	Islam and Modernity	Afsaruddin	25%	Fall	3			x	x
NELC-N 397■	Peoples and Cultures of the Middle East	Shahrani	50%	Fall	3	7	0		x
NELC-N 397■	Peoples and Cultures of the Middle East	Shahrani	50%	Spring	3			x	x
NELC-N 695	Anthropology of Religion	Shahrani	50%	Fall	3	0	2		x
NELC-N 695	Islam and Politics in Central Asia and the Middle East	Shahrani	100%	Spring	3			x	x
Political Science									
POLS-Y 107	Introduction to Comparative Politics	Razo	25%	Fall	3	46	0		x
POLS-Y 109	Introduction to International Relations	Winecoff	25%	Fall	3	64	0		x
POLS-Y 109	Introduction to International Relations	Winecoff	25%	Fall				x	x
POLS-Y 109	Introduction to International Relations	Spechler	25%	Spring	3	34	0		x
POLS-Y 109	Introduction to International Relations	Spechler	25%	Spring	3			x	x
POLS-Y 109	Introduction to International Relations	Spechler	25%	Spring	3			x	x
POLS-Y 200	Indigenous and Ethnic Minority Rights: Policy Making	Thompson	25%	Fall	3	15	0		x
POLS-Y 200	World System Development	Miliate	25%	Fall	3	26	0		x
POLS-Y 200	The Politics of Corruption	Model	25%	Spring	3	55	0		x
POLS-Y 200	World Politics in a Time of Populist Nationalism	Winecoff	25%	Spring	3	17	0		x
POLS-Y 212	Making Democracy Work	Bielasiak	25%	Spring	3			x	x

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POLS-Y 243	Governance and Corruption across the World	MacLean	25%	Fall	3			x	
POLS-Y 300	Politics of Economic Crisis and Reform	Winecoff	25%	Spring	3	21	0		
POLS-Y 333	Chinese Politics	Yasuda	40%	Spring	3			x	x
POLS-Y 339	Middle Eastern Politics	Sinno, Abdulkader	25%	Fall	3	50	0		x
POLS-Y 340	East European Politics	Bielasiak	25%	Fall	3			x	
POLS-Y 343	Politics of International Development	Schon	25%	Spring	3	21	0		x
POLS-Y 344	Civil Wars	Loyle	25%	Spring	3	28	0		x
POLS-Y 348	The Politics of Genocide	Bielasiak	25%	Fall	3			x	
POLS-Y 350	Politics of the European Union	Kastart	35%	Spring	3			x	
POLS-Y 353	Politics of Gender & Sexuality	Waqar	25%	Fall	3	12	0		
POLS-Y 353	Politics of Gender & Sexuality	O'Brien	25%	Spring	3	47	0		
POLS-Y 362	Ethnic Conflict: ISIS, Russia, Israel/Palestine, and Beyond	Magid	25%	Spring	3			x	
POLS-Y 368	Russian and Soviet Foreign Policy	Spechler	40%	Spring	3	17	0		
POLS-Y 368	Russian and Soviet Foreign Policy	Spechler	40%	Spring	3			x	
POLS-Y 370	Ethics and Public Policy	Failor	25%	Spring	3	61	0		x
POLS-Y 375	War and International Conflict	Rasler	25%	Spring	3	20	0		
POLS-Y 375	War and International Conflict	Miliate	25%	Spring	3			x	
POLS-Y 376	International Political Economy	Winecoff	25%	Fall	3			x	x
POLS-Y 394	Gender and Politics	Braman	25%	Fall	3	54	0		
POLS-Y 399	Politics of the UN	Spechler	25%	Spring	3			x	
POLS-Y 399 NELC-N 389■	Politics of the UN	Spechler	25%	Spring	3	18	0		
POLS-Y 401■	Politics of Identity	Bovingdon	50%	Spring	3			x	x
POLS-Y 490	Human Rights and Transitional Justice	Loyle	40%	Spring	3	17	0		x
POLS-Y 557	Comparative Politics: Approaches and Issues	Bielasiak	25%	Spring	3	0	12		x

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POLS-Y 569	International Relations: Approaches and Issues	Thompson	25%	Spring	3	0	6		x
POLS-Y 657	Comparative Politics	Bielasiak	25%	Spring	3			x	x
POLS-Y 669	International Relations: Theories of Political Contention	Rasler	25%	Fall	3	0	10		x
POLS-Y 669	International Relations	Winecoff	25%	Spring	3			x	x
Russian and East									
REEI-R 300/500■	Russia and its Neighbors	Zlotin	75%	Fall	3	1	2		x
REEI-R 300/500■	Russia and its Neighbors	Zlotin	75%	Fall	3			x	x
REEI-R 300/500	Russia and the EU	Dekalchuk	25%	Spring	3			x	x
REEI-R 300/500■	War and Peace in Eastern Europe	Borhi	50%	Spring	3			x	x
REEI-R 500■	Soviet History	Kuromiya	75%	Fall	3			x	x
REEI-R 500	Inventing Eastern Europe	Antic	50%	Spring	3	0	1		
Religious Studies									
REL-A 270	Introduction to Islam	Jaques	35%	Spring	3			x	x
REL-A 270/553	Introduction to Islam	Jaques	35%	Fall				x	x
REL-A 316	Jews, Christians, and Others	Mokhtarian	50%	Spring	3			x	x
REL-B 210	Introduction to Buddhism	Nance	25%	Spring	3			x	x
REL-B 300	Studies in South East and Asian Religion: Mindfulness	Nance	25%	Spring	3			x	x
REL-R 102	Religion and Popular Culture	Selka	25%	Fall	3	68	0		x
REL-R 133	Introduction to Religion	Michelson	25%	Fall	3	140	0		x
REL-R 152	Jews, Christians, Muslims	Imhoff	30%	Fall	3	141	0		x
REL-R 153	Religions of Asia	Haberman	25%	Fall	3			x	x
REL-R 153	Religions of Asia	Ing	25%	Spring	3			x	x
REL-R 170	Religion, Ethics, and Public Life	Sideris	25%	Fall	3	142	0		x
REL-R 300	The Origin of ISIS	Jaques	25%	Fall	3	19	0		
REL-R 389	Boundaries	Nance	25%	Fall	3	7	0		
REL-R 552	East Asian Buddhism	Blair	40%	Fall	3	0	1		x
REL-R 553	Studies in Islam	Jaques	25%	Spring	4			x	x
REL-R 661/761	Religion and Social Criticism	Furey	25%	Fall	4	0	9		x
REL-R 662	Religion and/as Fantasy	Blair	25%	Fall	4	0	3		x

Asterisk indicates course supported in part by Title VI funding. ■ indicates cross-listed course.

Absence of enrollment figures indicates course was not offered.

Course Number	Course Title	Instructor	Relevant Content	Terms Offered	Credit Hours	AY 2016-17		AY 17/18	AY 18/19
REL-R 665	Interpretations of Religion	Sullivan	25%	Fall	4	0	11		x
REL-R 744	Women and Religion	Manring	25%	Fall	4	0	1		x
REL-R 762	Cross-Cultural Study of Religion	Nance	25%	Fall	4			x	x

Second Language Studies

SLST-S 204	Language and (In)tolerance	Lesourd	25%	Spring	3	6	0		
SLST-s 304/604	Language Revitalization	Lesourd	25%	Spring	3	6	9		

Public and Environmental Affairs

SPEA-A 163	Arts World: Management, Markets, and Policy	Snodgrass	25%	Fall	3	40	0		x
SPEA-A 163	Arts World: Management, Markets, and Policy	Lewis	25%	Fall	3	24	0		x

Asterisk indicates course supported in part by Title VI funding. ■ indicates cross-listed course.
 Absence of enrollment figures indicates course was not offered.

LANGUAGE, LITERATURE, AND LINGUISTICS COURSES												
Course Number	Course Title	Instructor	Relevant Content	Terms Offered	Credit Hours	2016-2017 UG	2016-2017 Grad	Fall 2017 UG	Fall 2017 Grad	Spring 2018 UG	Spring 2018 Grad	2018-2019
Azerbaijani												
CEUS-T 183/583	Introductory Azerbaijani 1	Yunusova V	100%	Summer	4/3	0	7					x
CEUS-T 183/583	Introductory Azerbaijani 1	Yunusova V	100%	Summer	4/3	0	7					x
	Advanced Azerbaijani 1		100%	Summer	4/3							x
	Advanced Azerbaijani 2		100%	Summer	4/3							x
Estonian												
CEUS-T 103/503	Introductory Estonian I	Kivik P	100%	Fall	4/3	0	0	2	0			X
CEUS-T 104/ 504	Introductory Estonian II	Kivik P	100%	Spring	4/3	0	1			2	0	X
CEUS-T 103/503	Introductory Estonian I	Kivik P	100%	Summer	4/3	1	2					x
CEUS-T 104/ 504	Introductory Estonian II	Kivik P	100%	Summer	4/3	1	2					x
CEUS-T 203/603	Intermediate Estonian I	Kivik P	100%	Fall	4/3	1	2					X
CEUS-T 204/604	Intermediate Estonian II	Kivik P	100%	Spring	4/3	1	2					X
CEUS-T 303/603	Advanced Estonian I	Kivik P	100%	Fall	4/3	1		1	0			x
CEUS-T 303/603	Advanced Estonian I	Kivik P	100%	Fall	4/3					1		x
CEUS-T 309/ 509	Structure of Estonian	Kivik P	100%	Fall	4/3							X
CEUS-T 398/798	Advanced Study of a CUES Language I: Post-Advanced Language Study - Estonian	Kivik P	100%	Fall	4/3							
								0	1			
Finnish												
CEUS-T 101/501	Introductory Finnish I	Räsänen, E	100%	Fall	4/3	6	1	5	0			X
CEUS-T 102/502	Introductory Finnish II	Räsänen, E	100%	Spring	4/3	4	1			3	0	X
CEUS-T 201/601	Intermediate Finnish I	Räsänen, E	100%	Fall	4/3			6	1			X
CEUS-T 202/602	Intermediate Finnish II	Räsänen, E	100%	Spring	4/3	2	1			5	0	X
CEUS-T 301/701	Advanced Finnish I	Räsänen, E	100%	Fall	4/3	2	0	2	1			X
CEUS-T 302/702	Advanced Finnish II	Räsänen, E	100%	Spring	4/3					1	1	X

LANGUAGE, LITERATURE, AND LINGUISTICS COURSES												
Course Number	Course Title	Instructor	Relevant Content	Terms Offered	Credit Hours	2016-2017 UG	2016-2017 Grad	Fall 2017 UG	Fall 2017 Grad	Spring 2018 UG	Spring 2018 Grad	2018-2019
Hungarian												
CEUS-T 141/541	Introductory Hungarian I	Varga V	100%	Fall	4/3	0	0	3	1			X
CEUS-T 142/542	Introductory Hungarian II	Varga V	100%	Spring	4/3	1	1			2	1	X
CEUS-T 241/641	Intermediate Hungarian I	Varga V	100%	Fall	4/3	4	0	1	2			X
CEUS-T 242/642	Intermediate Hungarian II	Varga V	100%	Spring	4/3	3	0				3	X
CEUS-T 341/741	Advanced Hungarian I	Varga V	100%	Fall	4/3	2	0	4	0			X
CEUS-T 342/742	Advanced Hungarian II	Varga V	100%	Spring	4/3	2	0			3		X
CEUS-T 398/798	Post-Advanced Hungarian I	Varga V	100%	Fall	4/3	2	0	3	1			
CEUS-T 399	Advanced Central Eurasian Languages I : Hungarian	Varga V	100%	Spring	4/3	2	0					
CEUS-T 494/799	Advanced Study of a CEUS Language II: Post Advanced Hungarian	Varga V	100%	Spring	4/3					3	1	
CEUS T141/T541*	Introductory Hungarian I	Varga V	100%	Summer	4/3							X
CEUS T142/T542*	Introductory Hungarian II	Varga V	100%	Summer	4/3							X
Kazakh												
CEUS-T 113/513	Introductory Kazakh I	Satova D	100%	Fall	4/3	0	0					X
CEUS-T 113/513	Introductory Kazakh I	Karimsattar S	100%	Fall	4/3			1	0			X
CEUS-T 114/514	Introductory Kazakh II	Satova D	100%	Spring	4/3							X
CEUS-T 213/613	Intermediate Kazakh I	Satova D	100%	Fall	4/3	0	1					X
CEUS-T 114/514	Introductory Kazakh II	Karimsattar S	100%	Spring	4/3					1	0	X
CEUS-T 214/ 614	Intermediate Kazakh II	Satova D	100%	Spring	4/3							X
CEUS U520	Advanced Kazakh I	Adilkhanova B	100%	Fall	4/3							X
CEUS-T 313/713	Advanced Kazakh I I	Adilkhanova B	100%	Spring	4/3							X
CEUS-T 313/713	Advanced Kazakh I I	Karimsattar S	100%	Fall	4/3			0	1			X

LANGUAGE, LITERATURE, AND LINGUISTICS COURSES												
			Relevant	Terms	Credit	2016-2017		Fall 2017		Spring 2018		2018-
Course Number	Course Title	Instructor	Content	Offered	Hours	UG	Grad	UG	Grad	UG	Grad	2019
CEUS-T 113/513*	Introductory Kazakh I	Oraz Sapashev	100%	Summer	4/3							
CEUS T114/T514*	Introductory Kazakh II	Oraz Sapashev	100%	Summer	4/3							
CEUS-T 714	Advanced Kazakh II	Karimsattar S	100%	Spring	4/3					0	1	
Kurdish												
CEUS T198/598	Introductory Central Eurasia	Khezri H	100%	Fall	4/3	1	0	2	6			X
CEUS T199/599	Introductory Central Eurasia	Khezri H	100%	Spring	4/3	1	1			1	2	X
CEUS T198	Introductory Central Eurasia	Khezri H	100%	Summer	4/3	2	3					X
CEUS T198	Introductory Central Eurasia	Khezri H	100%	Summer	4/3		2					X
CEUS-T 698	Intermediate Central Eurasia	Khezri H	100%	Fall				0	1			
CEUS-T 699	Intermediate Central Eurasia	Khezri H	100%	Spring						0	1	
CEUS T798	Post Advanced Kirgiz	Khezri H	100%	Fall	4/3	0	1					
CEUS T798	Post Advanced Kirgiz	Khezri H	100%	Spring	4/3	0	1					
Kyrgyz												
CEUS T598	Introductory Kirgiz I	Abakirova D	100%	Fall	4/3	0	1					x
CEUS T398/798	Advanced Kyrgyz I		100%	Summer	4/3							X
CEUS T398/798	Advanced Kyrgyz II		100%	Summer	4/3							X
Mongolian												
CEUS-T 161/561*	Introductory Mongolian I	Legden T	100%	Fall	4/3	1	0	1	1			X
CEUS-T 162/ 562*	Introductory Mongolian II	Legden T	100%	Spring	4/3	1	0			1	1	X
CEUS-T 261/661*	Intermediate Mongolian I	Legden T	100%	Fall	4/3	1	2	2	0			X
CEUS-T 262/662*	Intermediate Mongolian II	Legden T	100%	Spring	4/3	1	2			1	0	X
CEUS-T 361/761*	Advanced Mongolian I	Legden T	100%	Fall	4/3	0	2	1	1			X
CEUS-T 362/762*	Advanced Mongolian II	Legden T	100%	Spring	4/3	0	1			0	1	X
CEUS-T 363/663	Classical Mongolian I	Kara G	100%	Fall	4/3							
CEUS-T 364/664	Classical Mongolian II	Kara G	100%	Spring	4/3			0	2			X
CEUS-T 398/798	Advanced Central Eurasian	Legden T	100%	Fall	4/3			2	0			
CEUS T161/T561*	Introductory Mongolian I	Legden T	100%	Summer	4/3	0	7					X

LANGUAGE, LITERATURE, AND LINGUISTICS COURSES												
			Relevant	Terms	Credit	2016-2017		Fall 2017		Spring 2018		2018-
Course Number	Course Title	Instructor	Content	Offered	Hours	UG	Grad	UG	Grad	UG	Grad	2019
CEUS T162/T562*	Introductory Mongolian II	Legden T	100%	Summer	4/3	0	7					X
CEUS T 798	Advanced Central Eurasian Languages: Mongolian I	Legden T	100%	Fall	4/3	0	2	0	1			X
CEUS T 798	Advanced Central Eurasian Languages: Mongolian II	Legden T	100%	Spring	4/3	0	2					X
Pashto												
CEUS-T 153/553	Introductory Pashto I	Inomkhoyayev R	100%	Fall	4/3							X
CEUS-T 154/554	Introductory Pashto II		100%	Spring	4/3							X
CEUS-T 253/653	Intermediate Pashto I	Arman R	100%	Fall	4/3	3	1					X
CEUS-T 254/654	Intermediate Pashto II	Arman R	100%	Spring	4/3	1	1					X
CEUS-T 753	Advanced Pashto I	Arman R	100%	Fall	4/3			0	1			
CEUS-T 398/ 798, CEUS-T 353	Advanced Pashto I	Arman R	100%	Fall	4/3							X
CEUS-T 399/ 799, CEUS-T 353	Advanced Pashto I	Arman R	100%	Spring	4/3							X
CEUS-T 754	Advanced Pashto II	Arman R	100%	Spring	4/3					0	1	
Persian												
CEUS-T 151/551	Introductory Persian I	Daneshgar S	100%	Fall	4/3	6	12	8	6			X
CEUS-T 152/552	Introductory Persian II	Daneshgar S	100%	Spring	4/3	7	11			7	5	X
CEUS-T 251/ 651	Intermediate Persian I	Daneshgar S	100%	Fall	4/3	6	12	7	11			X
CEUS-T 252/652	Intermediate Persian II	Daneshgar S	100%	Spring	4/3	4	12			7	14	X
CEUS-T 351/ 751	Advanced Persian I	Losensky P	100%	Fall	4/3	2	9	0	7			X
CEUS-T 352/752	Advanced Persian II	Losensky P	100%	Spring	4/3	2	9					X
CEUS-T 352/752	Advanced Persian II	Choksy J	100%	Spring	4/3					0	7	X

LANGUAGE, LITERATURE, AND LINGUISTICS COURSES												
Course Number	Course Title	Instructor	Relevant Content	Terms Offered	Credit Hours	2016-2017 UG	2016-2017 Grad	Fall 2017 UG	Fall 2017 Grad	Spring 2018 UG	Spring 2018 Grad	2018-2019
CEUS U399/U520	Middle Iranian Languages: Manichaean	Choksy J	100%	Fall	3							
CEUS T358/T658	Old Iranian Languages: Avestan	Choksy J	100%	Fall	3							X
CEUS-T 151/551*	Introductory Persian I	Nematollahi N	100%	Summer	4/3	4	7					X
CEUS-T 152/552*	Introductory Persian II	Nematollahi N	100%	Summer	4/3	4	7					X
Tajik												
Tibetan												
CEUS-T 171/571	Introductory Tibetan I	Rabsal G	100%	Fall	4/3	3	0	7	1			X
CEUS-T 172/572	Introductory Tibetan II	Rabsal G	100%	Spring	4/3	1				3		X
CEUS-T 373	Imperial Old Tibetan	Beckwith C	100%	Spring	4/3	0	0					
CEUS-T 398	Advanced Central Eurasian Language I: Tibetan	Beckwith C	100%	Spring	3	2	0					
CEUS-T 598	Introductory Central Eurasian Languages I: Tibetan	Beckwith C	100%	Spring	4/3	0	8					
CEUS-T 271/671	Intermediate Tibetan I	Rabsal G	100%	Fall	4/3	2	0					X
CEUS-T 272/ 672	Intermediate Tibetan II	Rabsal G	100%	Spring	4/3	2						X
CEUS-T 371/ 771	Advanced Tibetan I	Rabsal G	100%	Fall	4/3	0	1	1	0			X
CEUS-T 372/772	Advanced Tibetan II	Rabsal G	100%	Spring	4/3	0	1			1	1	X
CEUS-T 674	Amdo Dialect Tibetan	Rabsal G	100%	Spring	3							
CEUS-T 476/676	Readings in Modern Tibetan Text	Sperling E	100%	Fall	4/3							
Tatar												
CEUS-T 598*	Introductory Tatar I	Sharifullina D	100%	Summer	4/3							X
CEUS-T 598*	Introductory Tatar II	Sharifullina D	100%	Summer	4/3							X

LANGUAGE, LITERATURE, AND LINGUISTICS COURSES												
Course Number	Course Title	Instructor	Relevant Content	Terms Offered	Credit Hours	2016-2017 UG	2016-2017 Grad	Fall 2017 UG	Fall 2017 Grad	Spring 2018 UG	Spring 2018 Grad	2018-2019
Turkish												
CEUS-T 181/581	Introductory Turkish I	Crum S	100%	Fall	4/3	6	1	18	1			X
CEUS-T 182/582	Introductory Turkish II	Crum S	100%	Spring	4/3	7	2			13	2	X
CEUS-T 198	Introductory Central Eurasian	Crum S	100%	Spring	4/3	4	2					
CEUS-T 198	Introductory Central Eurasian	Crum S	100%	Spring	4/3	4	2					
CEUS-T 281/681	Intermediate Turkish I	Elbasan Z	100%	Fall	4/3	9	2	3	2			X
CEUS-T 282/ 682	Intermediate Turkish II	Elbasan Z	100%	Spring	4/3	8	1					X
CEUS-T 282/ 682	Intermediate Turkish II	Crum S	100%	Spring	4/3	8	1			3		X
CEUS-T 381/781	Advanced Turkish I	Bozdogan B	100%	Fall	4/3	7	3					X
CEUS-T 381/781	Advanced Turkish I	Crum S	100%	Fall	4/3			4	1			X
CEUS-T 382/782	Advanced Turkish II	Bozdogan B/	100%	Spring	4/3	6	3					X
CEUS-T 382/782	Advanced Turkish II	Crum S	100%	Spring	4/3					4		X
CEUS-T 381/781	Advanced Turkish I		100%	Summer	4/3							x
CEUS-T 382/782	Advanced Turkish II		100%	Summer	4/3							x
CEUS-T 398	Advanced Central Eurasian	Benli-Garcia Guero E	100%	Fall	1			4	0			
CEUS-T 398	Advanced Central Eurasian	Benli-Garcia Guero E	100%	Spring	1					2	0	
CEUS-T 399	Advanced Central Eurasian	Erol U	100%	Spring	4/3	1						
CEUS-T 486/ 685	Introductory Ottoman Turkish I	Silay K	100%	Fall	3							
CEUS-T 485/ 785	Media Turkish I	Silay K	100%	Spring	3	4	1					
CEUS-T 485/ 785	Media Turkish II	Silay K	100%	Fall	3							
CEUS-T 493/798	Advanced Study of a	Elbasan Z	100%	Fall				9	0			
CEUS-T 493/798	Advanced Study of a CEUS Language II: Fourth Year Turkish II	Elbasan Z	100%	Spring						6	0	
CEUS-T 181/581*	Introductory Turkish I	Kontovas N	100%	Summer	4/3	5	6					X

LANGUAGE, LITERATURE, AND LINGUISTICS COURSES												
Course Number	Course Title	Instructor	Relevant Content	Terms Offered	Credit Hours	2016-2017		Fall 2017		Spring 2018		2018-2019
						UG	Grad	UG	Grad	UG	Grad	
CEUS-T 182/582*	Introductory Turkish II	Kontovas N	100%	Summer	4/3	5	6					X
CEUS-T 281/681	Intermediate Turkish I	Elbasan Z	100%	Summer	4/3	5	1					X
CEUS-T 282/ 682	Intermediate Turkish II	Elbasan Z	100%	Summer	4/3	5	1					X
Turkmen												
Uyghur												
CEUS T131/T531	Introductory Uyghur I	Nazarova G	100%	Fall	4/3	0	2					X
CEUS T132/T532	Introductory Uyghur II	Nazarova G	100%	Spring	4/3	0	2					X
CEUS T231/T631	Intermediate Uyghur I	Nazarova G	100%	Fall	4/3	1	1	0	2			X
CEUS T232/T632	Intermediate Uyghur II	Nazarova G	100%	Spring	4/3	1	1			0	2	X
CEUS T331/T731	Advanced Uyghur I	Nazarova G	100%	Fall	4/3			1	0			X
CEUS T332/T732	Advanced Uyghur II	Nazarova G	100%	Spring	4/3					1	0	X
CEUS-T 631*	Intermediate Uyghur I	Nazarova G	100%	Summer	4/3							
CEUS-T 632*	Intermediate Uyghur II	Nazarova G	100%	Summer	4/3							
Uzbek												
CEUS T111/T511	Introductory Uzbek I	Hodjaev M	100%	Fall	4/3	0	1					X
CEUS T111/T511	Introductory Uzbek I	Hodjaev M	100%	Spring	4/3	1	3			0	1	X
CEUS T112/T512	Introductory Uzbek II	Hodjaev M	100%	Spring	4/3	0	3			0	1	X
CEUS T211/T611	Intermediate Uzbek I	Hodjaev M	100%	Fall	4/3							X
CEUS T212/T612	Intermediate Uzbek II	Hodjaev M	100%	Spring	4/3	0	1					X
CEUS T311/T711	Advanced Uzbek I	Hodjaev M	100%	Fall	4/3			0	1			X
CEUS T312/T712	Advanced Uzbek II	Hodjaev M	100%	Spring	4/3					0	1	X
CEUS T111/T511*	Introductory Uzbek I	Hodjaev M	100%	Summer	4/3							X
CEUS T112/T512*	Introductory Uzbek II	Hodjaev M	100%	Summer	4/3	0	0					X
CEUS T311/T711*	Advanced Uzbek I		100%	Summer	4/3							x
CEUS T312/T712*	Advanced Uzbek II		100%	Summer	4/3							x
Other Language and Linguistics Courses												
CEUS-T 398/690	Introduction to Manchu	Kara G	100%	Fall	3							x
CEUS-T 398/695	Introduction to Aramaic	Beckwith C	100%	Fall								x

LANGUAGE, LITERATURE, AND LINGUISTICS COURSES												
			Relevant	Terms	Credit	2016-2017		Fall 2017		Spring 2018		2018-
Course Number	Course Title	Instructor	Content	Offered	Hours	UG	Grad	UG	Grad	UG	Grad	2019
CEUS-T 398 /598	Introduction to Tokharian (Tocharian)	Beckwith C	100%	Fall	3							
CEUS-T 398/698	Advanced Central Eurasian Language: Evenki: Endangered Tungustic Language	Kara G	100%	Spring						1		
CEUS-R 599	Altaic Linguistics	Kara G	100%	Fall	3							X
CEUS-T 623	Chaghatay	DeWeese D	100%	Spring	3							
CEUS-T 691	Old Turkic	Kara G	100%	Fall	3	0	2					
CEUS-R 699	Central Eurasian Languages	Beckwith C	100%	Fall	3							X
Affiliated Language Courses												
Russian												
SLAV-R 101	Elementary Russian I	Madsen K	25%	Fall	4	46	1					X
SLAV-R 101	Elementary Russian I	Abrahamyan A	25%	Fall	4			70	0			X
SLAV-R 102	Elementary Russian II	Shardakova M	25%	Spring	4	28	0					X
SLAV-R 102	Elementary Russian II	Abrahamyan A	25%	Spring	4					38	0	X
SLAV-R 201	Intermediate Russian I	Shardakova M	25%	Fall	4	28	0					X
SLAV-R 201	Intermediate Russian I	Kohut A	25%	Fall	4			27	0			X
SLAV-R 202	Intermediate Russian II	Shardakova M	25%	Spring	4	23	0					X
SLAV-R 202	Intermediate Russian II	Kohut A	25%	Spring	4					20	0	X
SLAV-R 301	Adv Intermediate Russian I	Melnyk S	25%	Fall	3	11	0	10	0			X
SLAV-R 302	Adv Intermediate Russian II	Shrager M	25%	Spring	3	8	0			7	3	X
SLAV-R 401	Advanced Russian I	Shrager M	25%	Fall	3	5	1	6	4			X
SLAV-R 402	Advanced Russian II	Chernishenko O	25%	Spring	3	6	1					X
SLAV-R 402	Advanced Russian II	Shrager M	25%	Spring	3					7	4	X

LANGUAGE, LITERATURE, AND LINGUISTICS COURSES												
Course Number	Course Title	Instructor	Relevant Content	Terms Offered	Credit Hours	2016-2017 UG	2016-2017 Grad	Fall 2017 UG	Fall 2017 Grad	Spring 2018 UG	Spring 2018 Grad	2018-2019
SLAV-R 491	Russian for Graduate Students 1	Fowler G	25%	Fall	3	0	4	0	4			X
SLAV-R 492	Russian for Graduate Students 2	Stern-Gottschalk A	25%	Spring	3					0	5	X
SLAV-R 501	Fifth Year Russian I	Shrager M	25%	Fall	3							X
SLAV-R 502	Fifth Year Russian II	Chernishenko O	25%	Spring	2	1	5					X
SLAV-L 501, SLAV-R 404	Structure of Russian I	Caver M	25%	Spring	3	0	1	0	5			X
SLAV-L 502, SLAV-R 405	Structure of Russian II	Fowler G	25%	Spring	3	0	2					
SLAV-L 571	Old Church Slavonic	Shrager M	25%	Fall	3	1	3					
SLAV-R 472/572	Business Russian	Melnyk S	25%	Spring	3			6	4			
SLAV-N 111/511	Summer Intensive Elem. Russian I	Luttrell M, Berry K	25%	Summer	5	5	3					X
SLAV-N 112/512	Summer Intensive Elem. Russian II	Luttrell M, Berry K	25%	Summer	5	4	3					X
SLAV-N 122	Summer Intensive Elem. Russian II	Braley B	25%	Summer	5	1	0					X
SLAV-N 231/531	Summer Intensive Intern. Russian I	Donohoe B	25%	Summer	5	1	8					X
SLAV-N 231/532	Summer Intensive Intern. Russian I	Shardakova M	25%	Summer	5	3	7					X
SLAV-N 232	Summer Intensive Intern. Russian II	Donohoe	25%	Summer	5	1	8					X
SLAV-N 232	Summer Intensive Intern. Russian II	Shardakova M	25%	Summer	5	3	6					X
SLAV-N 351/551	Summer Intensive Adv Intm Russian I	Doludenko E	25%	Summer	5	0	10					X
SLAV-N 351/551	Summer Intensive Adv Intm Russian I	Makarova O	25%	Summer	5	2	6					X
SLAV-N 352/552	Summer Intensive Adv Intm Russian II	Doludenko E	25%	Summer	5	0	8					X

LANGUAGE, LITERATURE, AND LINGUISTICS COURSES												
			Relevant	Terms	Credit	2016-2017		Fall 2017		Spring 2018		2018-
Course Number	Course Title	Instructor	Content	Offered	Hours	UG	Grad	UG	Grad	UG	Grad	2019
SLAV-N 352/552	Summer Intensive Adv Intm Russian II	Makarova O	25%	Summer	5	2	6					X
SLAV-N 362	Summer Intensive Adv Intm Russian II	Shardakova M	25%	Summer	5	0	1					X
SLAV-N 461	Summer Intensive Adv. Russian I	Shardakova M	25%	Summer	5	0	1					X
SLAV-N 471	Summer Intensive Adv. Russian I	Shardakova M	25%	Summer	5							X
SLAV-N 472	Summer Intensive Adv. Russian II	Shardakova M	25%	Summer	5							X
SLAV-N 481	Fifth Year Russian I	Dolgaleva I	25%	Summer	5	2						X
SLAV-N 482	Fifth Year Russian II	Dolgaleva I	25%	Summer	5	2						X
SLAV-N 571	Intensive Adv Russian I	Chernysheva N	25%	Summer	5	0	6					X
SLAV-N 572	Intensive Adv Russian II	Chernysheva N	25%	Summer	5	0	5					X
SLAV-N 581	Fifth Year Russian I	Dolgaleva I	25%	Summer	5	0	5					
SLAV-N 582	Fifth Year Russian II	Dolgaleva I	25%	Summer	5	0	5					
SLAV-N 691	Sixth Year Russian I	Shardakova M	25%	Summer	5	0	4					
SLAV-N 692	Sixth Year Russian II	Shardakova M	25%	Summer	5	0	4					
Chinese												
EALC-C 101	Elementary Chinese 1	Liles X	25%	Fall	4/2	140	0	126	4			X
EALC-C 102	Elementary Chinese 2	Liles X	25%	Spring	4/2	92	0			87	0	X
EALC-C 201	2nd Year Chinese 1	Bao Y	25%	Fall	4/2			62	2			X
EALC-C 201	2nd Year Chinese 1	Su H	25%	Fall	4/2	65	0					X
EALC-C 202	2nd Year Chinese 2	Bao Y	25%	Spring	4/2	54	0			52	3	X
EALC-C 301/533	Third Year Chinese 1	Liles X	25%	Fall	4/3	38	2	40	0			X
EALC-C 302/534	Third Year Chinese 2	Bao Y	25%	Spring	3	40	1			42	0	X
EALC-C 306/506	Literary Chinese I	Luo M	25%	Fall	4/3	7	4					X
EALC-C 307/507	Literary Chinese II	Vogt P	25%	Fall	3			10	9			X
EALC-C 401/543	Fourth Year Chinese I	Luo C	25%	Fall	4/3			19	1			X
EALC-C 401/543	Fourth Year Chinese I	Liles X	25%	Fall	4/3	15	1					X
EALC-C 402/544	Fourth Year Chinese II	Liles X	25%	Spring	3	4	1			12	0	X

LANGUAGE, LITERATURE, AND LINGUISTICS COURSES												
			Relevant	Terms	Credit	2016-2017		Fall 2017		Spring 2018		2018-
Course Number	Course Title	Instructor	Content	Offered	Hours	UG	Grad	UG	Grad	UG	Grad	2019
EALC-C 101	Elementary Chinese 1	Cai J/Shardakov	25%	Summer	4/2	7	1					X
EALC-C 102	Elementary Chinese 2	Cai J/Shardakov	25%	Summer	4/2	7	1					X
EALC-C 201	2nd Year Chinese 1	Liles X	25%	Summer	4/2	13	0					X
EALC-C 202	2nd Year Chinese 2	Liles X	25%	Summer	4/2	13	0					X
EALC-C 301/533	Third Year Chinese 1	Bao Y	25%	Summer	4/3	8	0					X
EALC-C 302/534	Third Year Chinese 2	Bao Y	25%	Summer	4/3	8	0					X
Arabic												
NELC-A 100/500	Elementary Arabic I	Morkus N	25%	Fall	4/2	88	9	86	6			X
NELC-A 150/550	Elementary Arabic II	Morkus N	25%	Spring	4/3	61	7			51	4	X
NELC-A 200/600	Intermediate Arabic I	Morkus N	25%	Fall	3	36	5	38	1			X
NELC-A 250/650	Intermediate Arabic II	Istrabadi Z	25%	Spring	3	22	4			31	2	X
NELC-A 300/660	Advanced Arabic I	Istrabadi Z	25%	Fall	3	10	1	18	2			X
NELC-A 350/670	Advanced Arabic II	Morkus N	25%	Spring	3	7	2			2	1	X
NELC-A 350/670	Advanced Arabic II	Youseif A	25%	Spring	3					14	2	X
NELC-A 400/680	Advanced Arabic III	Morkus N	25%	Fall	3	2	3	4	4			X
NELC-A 450/690	Advanced Arabic IV	Alramadan I	25%	Spring	3	0	5			3	2	X
NELC-N 223/523	Conversational Arabic I	Alani S	25%	Spring	3							X
NELC-N 329/529	Arabic Phonetics and Phonology	Alani S	25%	Spring	3					6	3	X
NELC-A 100/550	Elementary Arabic I	Nassar I, Djeldjel L	25%	Summer	4/2	2	2					X
NELC-A 150/550	Elementary Arabic II	Nassar I, Djeldjel L	25%	Summer	4/2	2	2					X
NELC-A 200/600	Intermediate Arabic I	Bisutti A, Abo Mokh N	25%	Summer	3	17	4					X
NELC-A 250/650	Intermediate Arabic II	Bisutti A, Abo Mokh N	25%	Summer	3	17	4					X
NELC-A 300/660	Advanced Arabic I	Albdairat I	25%	Summer	3	4	3					X
NELC-A 350/670	Advanced Arabic II	Albdairat I	25%	Summer	3	4	3					X

IAUNRC PERFORMANCE MEASURE FORM

Project Goal 1: Enhance and increase the use of Inner Asian and Uralic content in K-18 curricula									
Performance Measures	Activities (includes references to Table 1 in the narrative)	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
1. Coordinate or provide major sponsorships for at least 20 high impact events to debate critical aspects of area studies learning and scholarship in higher education as well as promote employment in the public and private sectors cumulatively in the grant cycle	1. Conduct workshops and conferences on the topic of improving area studies teaching and learning. Examples: Area Studies Advancement Project (1.1-3) or ASAP Conference (1.2.5)	1.Number of workshops and conferences	Annually	IAUNRC records	0	1	0	1	1
		2. Number of faculty and graduate student attendees	Annually	IAUNRC records	0	8	0	15	30
	2. Sponsor or arrange conferences and symposia on IAU content Examples: Networks, Flows and Displacement (1.2.1), IAUNRC Symposium (1.2.2), Authority in Islam (1.2.3) Islam in Central Asia (1.2.4)	1. Number of students, faculty and staff attendees	Annually	IAUNRC records	100	130	130	200	130
		2.Number of events	Annually	IAUNRC records	7	5	5	6	5
	3. Arrange IAUS Career and Professionalization Workshop Series (1.4.1)	1.Number of students attending	Annually	IAUNRC records	10	10	10	10	10
		2.Number of events	Annually	IAUNRC records	1	1	1	1	1

IAUNRC PERFORMANCE MEASURE FORM

Project Goal 1: Enhance and increase the use of Inner Asian and Uralic content in K-18 curricula									
Performance Measures	Activities (includes references to Table 1 in the narrative)	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
2. Offer at least 25 K-12 teacher development workshops to internationalize curriculum with IAU content cumulatively in the grant cycle	1. Deliver pre- and in-service K-12 teacher workshops with IAU content in partnership with IU School of Education (SoE) and other partners (1.5.1-7, 1.6.1)	1. Number of workshops	Annually	IAUNRC records	6	6	6	7	7
		2. Number of attendees	Annually	IAUNRC records	50	60	60	70	70
	2. Develop virtual teacher training featuring IAU content and lesson plans (1.5.6)	1. Number of virtual workshops	Annually	IAUNRC records	0	1	1	2	2
		2. Number of times online workshop accessed	Annually	IU's Web Content Management System (WCMS)	0	10	10	15	15
3. Increase number of K-12 students who receive direct outreach that includes IAU content by 5% cumulatively by the end of the grant cycle	1. Conduct virtual visits to K-12 classrooms to present IAU content (1.8.2)	1. Number of virtual visits	Annually	IAUNRC records	30	32	32	34	34
		2. Number of students attending	Annually	IAUNRC records	300	315	330	350	375
	2. Conduct in-person programs for K-12 students in underserved Indiana	1. Number of programs conducted	Annually	IAUNRC records	12	14	15	15	17

IAUNRC PERFORMANCE MEASURE FORM

Project Goal 1: Enhance and increase the use of Inner Asian and Uralic content in K-18 curricula									
Performance Measures	Activities (includes references to Table 1 in the narrative)	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
	schools and other schools near IU. Examples: Storytelling and activities for younger students (1.8.1), Lotus Blossoms (1.9.3) International Evening at Project School (1.9.5)	2. Number of students attending	Annually	IAUNRC records	1000	1100	1100	1150	1200
	3. Host summer school institutes for high school students at IU with IAU content, in partnership with IU SoE and CIBER (1.7)	1. Number of students attending	Annually	IAUNRC & partner records	60	65	70	70	80
		2. Number of summer institutes hosted	Annually	IAUNRC & partner records	1	2	2	2	3

IAUNRC PERFORMANCE MEASURE FORM

Project Goal 2: Expand knowledge of Inner Asian and Uralic (IAU) region and its languages at Minority Serving Institutions (MSIs) and Community Colleges (CCs).									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
1. Reach at least 50 faculty to promote use of IAU content in higher education curriculum by the end of the grant cycle	1. Collaborate with MSI and CC faculty to integrate IAU content into curriculum through a nationwide competitive process. Example: National Curriculum Development Stipend (2.1.1)	1. Number of new or revised courses with IAU integrated curriculum	Annually	IAUNRC & collaborators' records	2	2	2	2	2
		2. Number of faculty partners who receive a stipend	Annually	IAUNRC & collaborators' records	2	2	2	2	2
		3. Number of times courses were offered	Annually	IAUNRC & collaborators' records	0	1	1	1	1
	2. Offer faculty development workshops featuring IAU content Example: Thematic faculty workshops (2.2.1-3)	1. Number of workshops offered	Annually	IAUNRC records	2	2	2	3	3
		2. Number of attendees	Annually	IAUNRC records	15	15	15	20	20
2. Provide professional development experiences for at least 10 MSI and CC faculty by the end of the grant cycle	1. Support faculty participation in IAU-relevant scholarly meetings and conferences through full or partial travel subsidy (2.3.1; 2.3.2; 2.3.4)	1. Number of faculty who received travel awards	Annually	IAUNRC records	0	1	2	2	2
		2. Number of travel awards given	Annually	IAUNRC records	0	1	2	2	2

IAUNRC PERFORMANCE MEASURE FORM

Project Goal 2: Expand knowledge of Inner Asian and Uralic (IAU) region and its languages at Minority Serving Institutions (MSIs) and Community Colleges (CCs).									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
	2. Support faculty attendance in IAU-relevant professional development programs by offering full or partial travel subsidy Example: Travel to ASAP meetings (2.3.3) or travel to ICCI (2.3.5)	1. Number of travel awards given	Annually	IAUNRC & collaborators' records	2	2	2	2	2
	3. Arrange faculty professional experiences abroad in IAU region: Finland and Hungary (2.4.1-2)	1. Number of events arranged and delivered	Years 1 & 3	IAUNRC & collaborators' records	0	1	0	1	0
3. Provide IAU language instruction for 10 individuals at MSI/CCs by the end of the grant cycle	1. Teach basic language skills to MSI or CC students in preparation for summer study abroad trips: Estonian (2.1.5)	1. Number of students taught	Years 2 & 4	IAUNRC records	0	5	0	5	0
		2. Number of summer abroad trips	Years 2 & 4	IAUNRC records	0	1	0	1	0
	2. Support IAU LCTLs at CCs Examples: Dari at NOVA and Pashto at Harold Washington (2.5.1; 2.5.2)	1. Number of students taught	Annually	IAUNRC & collaborators' records	3	3	3	6	6
		2. Number of courses offered	Annually	IAUNRC & collaborators' records	1	1	1	2	2

IAUNRC PERFORMANCE MEASURE FORM

Project Goal 3: Strengthen the teaching and learning of IAUNRC priority Less Commonly Taught Languages (LCTLs)									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
1. Provide high impact IAU language instruction in 10 courses by the end of the grant cycle	1. Create new intensive LCTL language programs abroad in IAU region during IU's Summer Language Workshop (SLW): Azerbaijani and Kyrgyz (3.1.1)	1. Number of students who enroll	Annually	IAUNRC & partner records	0	4	4	4	4
		2. Number of offerings	Annually	IAUNRC & partner records	0	2	2	2	2
	2. Deliver advanced LCTL language offerings during SLW or post-advanced LCTL language offerings during the academic year (PALS 3.1.2; 3.1.3; 3.1.4)	1. Number of students who enroll	Annually	IAUNRC & partner records	1	1	1	1	1
		2. Number of course offerings	Annually	IAUNRC & partner records	1	1	1	1	1
2. Develop 8 new standalone teaching materials for IAU LCTLs by the end of the grant cycle	1. Develop coursebooks for Kazakh, Kyrgyz, and Kurmanji (3.3.1; 3.3.3)	1. Number of units developed (interim measure)	Annually	IAUNRC & partner records	0	8	8	8	8
		2. Number of textbooks developed	Annually	IAUNRC & partner records	0	0	1	1	1
	2. Develop language learning modules in IAU LCTLs for professional	1. Number of modules developed	Years 3 & 4	IAUNRC records	0	0	0	1	2

IAUNRC PERFORMANCE MEASURE FORM

Project Goal 3: Strengthen the teaching and learning of IAUNRC priority Less Commonly Taught Languages (LCTLs)									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baselines and Targets				
					BL	T1	T2	T3	T4
	Languages for Specific Purposes (3.4.1)								
	3. Develop Language and Culture Modules with IAU content in partnership with IU CIBER (3.4.3)	1. Number of units created and published online	Annually	IAUNRC & collaborators' records	1	2	1	0	0
3. Make 15 professional development workshops available for IAU LCTL instructors by the end of the grant cycle	1. Provide workshops for LCTL instructors; ConCALL, pre-ConCALL and CLE (3.4.1; 3.4.2; 3.4.3)	1. Number of attendees	Annually	IAUNRC & collaborators' records	10	10	50	10	50
		2. Number of workshops	Annually	IAUNRC & collaborators' records	5	5	7	5	7
	2. Offer travel awards to support professional development through specialized IAU LCTL conferences (3.4.5; 3.4.6)	1. Number of participants	Years 2 & 4	IAUNRC & collaborators' records	0	0	2	0	2
		2. Number of conferences	Years 2 & 4	IAUNRC & collaborators' records	0	0	2	0	2
	3. Train part-time and volunteer language instructors in collaboration with the IU School of Education (SoE) (3.4.4)	1. Number of trainees	Annually	IAUNRC & SoE records	2	2	2	2	2
		2. Number of trainings	Annually	IAUNRC & SoE records	4	4	4	4	4

Memorandum

DATE: Monday June 4, 2018

TO: U.S. Department of Education, International and Foreign Language Education,
National Resource Centers

FROM: City Colleges of Chicago, Academic and Student Affairs

RE: City Colleges of Chicago Letter of Support

This letter serves to articulate the City Colleges of Chicago (CCC) support of Indiana University's Inner Asian and Uralic National Resource Center's Title VI proposal submission.

CCC represents the largest community college district in Illinois. Included in our district are the following colleges as recognized by the Department of Education:

Hispanic Serving Institutions	Predominantly Black Institutions
Harold Washington College	Kennedy-King College
Harry S. Truman College	Malcolm X College
Richard J. Daley	Olive-Harvey College
Wilbur Wright College	

Our faculty and staff work with an exceptionally diverse population of students to give them access to resources, which will prepare them to succeed in the workforce or in the pursuit of higher education. We are looking forward to collaborating with IAUNRC to develop a schedule of activities, to take place over the next four years, which will bring international content and culture understanding to our faculty and students. The shared programming will include professional development activities to assist our faculty in adding international content to their course; train them in emerging practices in teaching language and assessing student proficiency; and provide them with additional cultural and historical knowledge to increase their understand of the student populations we serve.

CCC looks forward to continuing the cooperative work and to resources that IAUNRC can provide to our faculty and students.

Sincerely,

Brandon Nichols, Ed.D.
District Director, Accreditation, Assessment, and Educational Development



PHONE:
(859) 622 – 6761

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(859) 622 – 6548

EASTERN KENTUCKY UNIVERSITY
Department of Safety and Security
College of Justice and Safety
"A Program of Distinction"
50 Stratton Building
521 Lancaster Avenue
Richmond, Kentucky 40475-3102

EMAIL:
Brian.Simpkins@eku.edu

WEB PAGE:
<https://homelandsecurity.eku.edu>

June 14, 2018

RE: Letter of Support – Title IV National Resource Center Grant Application

Sarah D. Phillips, PhD
Professor of Anthropology
Director, Russian and East European Institute
Indiana University
355 North Jordan Avenue
Bloomington, IN 47405-1105

Dr. Phillips,

This formal letter serves as the official confirmation of support from the Bluegrass State Intelligence Community Center of Academic Excellence (BGS IC CAE) for the Title IV National Resource Center grant application being developed and submitted by Indiana University (IU). If awarded, the Title IV grant would provide highly beneficial programming to the students attending BGS IC CAE member institutions.

The BGS IC CAE is a three-member consortium of Kentucky-based public institutions of higher education (IHEs): Eastern Kentucky University (EKU), Kentucky State University (KSU), and Morehead State University. Coordinated by the Homeland Security Program at EKU, a minority serving institution along with KSU (Kentucky's only Historically Black College and University [HBCU]), the consortium prepares the next generation of intelligence and security professionals (to include national security, homeland security, law enforcement, and private sector security) by issuing intelligence and national security focused certificates (undergraduate and graduate) and minors (undergraduate), conducting an extensive array of extra-curricular programming, and providing support for student internships, study abroad, and research.

Working with the Russian and East European Institute (REEI) and the Inner Asian and Uralic National Resource Center (IAUNRC) at IU, a multifaceted outreach activity will be developed that will incorporate Russian, East European, and Central Asian content into BGS IC CAE activities at each member institution. More specifically, REEI and IAUNRC will:

- Support BGS IC CAE by funding and organizing one interactive workshop on Russian, Eastern European, Central Asian issues annually;



- Provide an IU faculty guest lecturer annually to speak at classes in which BGS IC CAE students are enrolled; and
- In Years 2 and 4, provide orientation by IU faculty Baltic specialist as well as course development and on-site leadership by REEI/IAUNRC faculty specialist Scott Shackelford, who has written extensively on Russia-Estonian cyber warfare and maintains very active research contacts in Estonia, for two-week study tour of Estonia that will focus on intelligence and security issues.

This collaboration will provide multiple opportunities for student learning that presently do not exist at BGS IC CAE member intuitions. Though REEI/IAUNRC resources, students at BGS IC CAE member institutions will be provided an opportunity to expand their international security knowledgebase in the Russian, East European, and Central Asian context.

The BGS IC CAE is excited about the student possibilities this partnership will bring. As such, IU has the full support of the BGS IC CAE for the purposes of its grant application.

Please do not hesitate to contact me if you have any questions.

Thank you.

Brian Simpkins

Lecturer – Homeland Security Program
 Principal Investigator – Bluegrass State Intelligence Community Center of Academic Excellence
 Department of Safety and Security
 School of Safety, Security, and Emergency Management
 College of Justice and Safety
 Eastern Kentucky University
 282 Stratton Building
 521 Lancaster Avenue
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 Office: 859-622-6761
 Mobile: 859-358-2440
 E-mail: Brian.Simpkins@eku.edu

cc: Dr. Ryan Baggett, Program Coordinator, Homeland Security Program, Eastern Kentucky University
 Dr. Tom Schnied, Chair, Department of Safety and Security, Eastern Kentucky University





June 14, 2018

INDIANA UNIVERSITY

SCHOOL OF EDUCATION

Office of the Dean

Dear Colleagues:

I am writing to express my support for the initiatives spearheaded by the area and global studies centers in Indiana University's School of Global and International Studies that are applying for Title VI funding this June. The School of Education is pleased to partner with the Title VI applicants to enhance the training and certification of K-12 teachers in the state of Indiana and beyond. As the premier institution that trains and certifies teachers in our state, the School of Education is enthusiastically supportive of the goals of this competition—to deepen the internationalization of our teacher training curriculum, advance K-12 world language instruction and certification, and bring engagement with cultures and societies into classrooms to develop skilled, knowledgeable, and engaged global citizens.

The School of Education has a long history of global research and international partnerships. Our Global Gateway for Teachers cultural immersion program is recognized as one of the most rigorous and innovative study abroad experiences among schools of education. Global Gateway places student teachers in 18 countries, national urban schools, and the Navajo Nation. We are thus firmly committed and well positioned to increase the number of graduates qualified to teach foreign languages by improving access to high-quality language instruction and to support the project goals of internationalizing the curriculum in Indiana school districts.

I am particularly pleased to collaborate on a new professional staff position, the Director of Global Education Initiatives, which will be jointly funded with the School of Global and International Studies (SGIS) and the Title VI centers at 100% FTE. In addition, the School of Education will provide administrative support through its Center for P-16 Research and Collaboration as well as the P-16 Center Director's time to supervise the position and serve as faculty liaison with other partners. This position's support for expanding language learning, internationalizing schools, providing teacher workshops and faculty development, engaging pre-service teachers in global and area studies, and increasing access to world language certification will be complemented by the development of a new Global Competency Certificate. This undergraduate certificate, a new degree that will be available to all IU undergraduates to achieve global competency and career readiness, marks yet another unique collaboration between the School of Education and SGIS. We are pleased to partner with SGIS and together build a stronger foundation for global learning, area studies, language learning, and career preparation on campus.

Our faculty looks forward to the outcomes of the activities we have planned, and I believe the investments we are making with support from the Title VI competition will have a lasting impact on the School of Education curriculum, instruction in world languages, area and global studies curriculum, and on the future teachers and citizens we will graduate.

Sincerely,

Terrence C. Mason

Dean

School of Education



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

College of Letters, Arts, and Social Sciences
Department of History
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Jennifer B. Spock
Professor
859-622-1364
Jennifer.spock@eku.edu

May 21, 2018

US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

To whom it may concern,

This letter supports the proposal for funding that the Inner Asian and Uralic National Resource Center (IAUNRC) at Indiana University is seeking from the US Department of Education through its Title VI program. The Center has used federal resources to collaborate closely with my institution to develop educational opportunities with faculty and students. It has been my pleasure to work with the attentive, efficient, and knowledgeable staff at the IAUNRC, who aided me, my colleagues, and the social studies teachers in the region of Central and Eastern Kentucky to further our knowledge about Afghanistan, and Soviet- and post-Soviet Central Asia. It is my hope that in the upcoming academic year, I will be able to work with the IAUNRC to further develop our campus knowledge of not only Central Asia, but also Turkey, Iran, and the Baltic States, all of which are essential for understanding US-Russian, US-Middle-Eastern, and US-NATO relations—topics in which students have a keen interest.

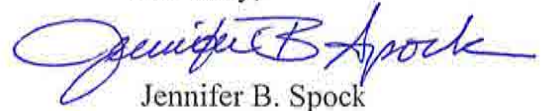
Because the IAUNRC is a unique center owing to its geographic and cultural focus, it has enabled me to add new elements to my courses on Russia, the Soviet Union, Central Asia, and World Civilizations. The university was able to welcome two speakers on the topic of the United States' engagement in Afghanistan thanks to funding from IAUNRC. Additionally IAUNRC helped us to develop teaching materials for a workshop for social studies teachers on the history of Central Asia, and the Center helped our campus organize a popular exhibit focused on photographic images of women of Uzbekistan. That exhibit dovetailed with a new course on Central Asia, was displayed in our university's library in a central location, and generated a great deal of interest among faculty and students.

The Center's collaboration with less-endowed institutions such as mine validates the importance, even the necessity, of federal funding, and we hope that such funding will continue to flow to

IAUNRC for purposes such as these. Students arrive at the university level with little clear understanding of world cultures and civilizations: most of their high school social studies courses focus on the U.S. and Europe. Thus, having a center that serves the needs of professors who struggle to bring the rest of the world more fully into focus for students, campus, and community, is an invaluable service to the citizenry. As the only center in the USA that focuses on Inner Asia, the continued service of IAUNRC is unparalleled in its importance.

Eastern Kentucky University proudly serves a large veteran's community, the largest among Kentucky's public institutions, and as can be inferred from its name, is dedicated to educating the under-served population of Kentucky Appalachia and the surrounding region. I cannot emphasize enough the energy that was generated on campus by the events that IAUNRC helped us to sponsor, and the positive responses of various members of the administration and faculty to the prospect of working with the IAUNRC not only next year but into the future. I strongly urge the Department of Education to continue to support this exceptional educational center that effectively serves both K-12, and state university needs.

Sincerely,

A handwritten signature in blue ink, reading "Jennifer B. Spock". The signature is fluid and cursive, with the first name "Jennifer" and last name "Spock" being more prominent than the middle initial "B".

Jennifer B. Spock



**SCHOOL OF GLOBAL AND
INTERNATIONAL STUDIES**
INDIANA UNIVERSITY

June 18, 2018

U.S. Department of Education
Office of Postsecondary Education
International and Foreign Language Education
1990 K Street, N.W.
Washington, DC 20006

Dear Peer Reviewer,

It is my pleasure as dean of Indiana University's School of Global and International Studies (SGIS) to write in strong support of the Inner Asian and Uralic National Resource Center's Comprehensive National Resource Center and Foreign Language Area Studies Fellowship Title VI grant proposal. Indiana University (IU) has a century-long history of dedication to the study of the world, which culminated in the establishment of the SGIS in 2012. At the core of the new School's global commitment are our area studies and advanced language training programs, which together create a strong foundation for developing global professionals with skills in language, critical analysis, cultural and political knowledge, foreign policy acumen, and global fluency. SGIS is committed to all of our Title VI centers, and we are especially proud that our centers can leverage our new shared services unit which provides grant support, FLAS management, travel processing, events coordination, and other administrative services. Our strong administrative capacity and our long-standing commitment to area and global studies and critical language instruction will allow the Inner Asian and Uralic National Resource Center (IAUNRC) to implement and administer the many superior programs and activities it currently proposes.

For over 50 years, IAUNRC has made substantial contributions to increasing understanding of a critical world area at IU, in Indiana, and throughout the country. Continuing support for research, teaching, and library resources ensures that IU remains a unique center of excellence in this field with an international reputation as it continues to recruit, retain, and train world class area studies specialists, in particular in the Department of Central Eurasian Studies. The Center's ongoing commitment to an extensive K-12 outreach program likewise guarantees that thousands of teachers and students in Indiana and beyond will continue to learn about this region. They will become the next generation of area specialists, many of whom may attend IU. The Center's support for large cultural events such as the Lotus World Music and Arts Festival further builds awareness about a critical region among stakeholders throughout our city, Indiana, the Midwest, and the United States.

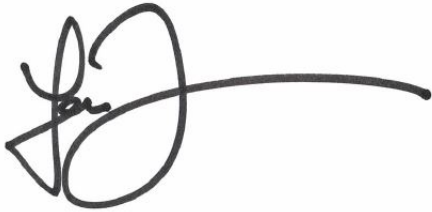
The IAUNRC will leverage resources at SGIS to remain a leader for promoting Inner Asian and Uralic area studies and language expertise among historically underserved groups throughout the country. The IAUNRC will continue to broaden and deepen collaboration with numerous Minority Serving Institutions and Community Colleges in Indiana and beyond. By coordinating a

national curriculum development stipend for these institutions, the IAUNRC will help transform courses to include more Inner Asian and Uralic content. Whether working to train teachers in Kentucky in partnership with Eastern Kentucky University or supporting Dari language education for heritage learners at Northern Virginia Community College, the Center is deeply committed to extending the reach of SGIS's expertise.

The IAUNRC also fulfills the mission of the National Resource Center Program by supporting language instruction in response to local and national needs for skilled users of Inner Asian and Uralic languages. Funding for high impact language learning programs will enable students to study in Central Asia during summer and enroll in post-advanced language during the academic year. Close collaboration with language experts at IU will result in the creation of new instructional materials in several languages such as Kurmanji and Kyrgyz. High quality programming in partnership with the IU Center for International Business Education and Research and IU School of Education will bring college-bound students to IU.

Indiana University and the School of Global and International Studies unequivocally supports these initiatives and the overall contribution that IU's Inner Asian and Uralic National Resource Center makes in the state of Indiana, the nation, and the greater world of Inner Asian and Uralic area studies and languages.

Sincerely,

A handwritten signature in black ink, appearing to be 'Lee Feinstein', with a long horizontal line extending to the right.

Lee Feinstein
Dean
School of Global and International Studies
Indiana University, Bloomington

Budget Narrative File(s)

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Comprehensive NRC/FLAS: Inner Asian and Uralic National Resource Center

Project Performance Period: 2018-2022

Category	Priority No.	Table 1 Ref.	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Years 1-4 Total
1. PERSONNEL							
A. Language Instruction							
1. Two language instructors for IU Summer Language Workshop <i>two summer salaries at 8 weeks each for 10 month appointees (Y1-4)</i>	Core	3.1.1 3.1.3 3.1.4	16,000	16,000	16,000	16,000	64,000
2. Post Advanced Language Study (PALS) to provide post advanced LCTL instruction when level not available <i>instructor supplemental pay @ \$2000/semester (Y1-4) - 1 in Y1, 3 in Y2, & 2 in Y3-Y4</i>	Core	3.1.2	2,000	6,000	4,000	4,000	16,000
3. Development of Pashto and Dari Materials for Heritage Speakers (R. Arman) <i>Y1 support for portion of developer's salary at 13% of annual base salary</i>	AP CPP1	2.4.2	5,000	0	0	0	5,000
4. Introductory Kyrgyz and Balochi Textbook Development <i>portion of graduate research assistant stipend at 20% effort with fee remission commitment by SGIS</i>	Core	3.3.1	3,150	3,150	3,150	3,150	12,600
5. Kurmanji Textbook Development (M.Durmaz) <i>portion of developer's AY salary at 33% FTE (Y1-4)</i>	Core	3.3.1	10,890	10,890	10,890	10,890	43,560
6. Online version of bridge materials Körpü-Köprü (S. Karimov) <i>partial support for bridging developer salary at 3% of annual base salary</i>	Core	3.3.2	1,544	0	0	0	1,544
Subtotal, Language Instruction			38,584	36,040	34,040	34,040	142,704

B. Area and Other Instruction							
1. Two-Year Post-Doc for Mongolian Studies <i>50% FTE academic year salary (Y2 & Y3)</i>	Core	1.4.4	0	21,500	22,000	0	43,500
2. IAUNRC Symposium Faculty Lead <i>one time supplemental pay @ \$500 per year</i>	AP1	1.2.2	500	500	500	500	2,000
3. Faculty Lead for the Area Studies Advancement Project <i>To organize and lead Faculty Working Group meetings supplemental pay @ \$300/semester at two semesters per year</i>	AP2	1.1.1	600	600	600	600	2,400
4. Faculty Lead for Two ASAP workshops and conference <i>supplemental pay @ \$500/event for Y1, Y3, and Y4</i>	AP1 AP2 CPP1	1.1.2 1.2.5	500	0	500	500	1,500
5. Revision of Teaching Area Studies course <i>supplemental pay of \$1,000 total between Y1 & 3</i>	AP2	1.1.3	500	0	500	0	1,000
6. Estonia: Country, Culture and Language (orientation for BLINCC) <i>shared support with 50% of supplemental pay for developing and presenting the orientation in Yr 2 & 4</i>	AP1 CPP1	2.1.5	0	750	0	750	1,500
7. Study Tour on Cyber Warfare and Security in Estonia <i>shared support with 50% of supplemental pay for course development, teaching and leading the tour in Yr 2 & 4</i>	AP1 CPP1	2.1.5	0	7,500	0	7,500	15,000
Subtotal, Area and Other Instruction			2,100	30,850	24,100	9,850	66,900
C. Outreach Personnel							
1. Director of Global Education Initiatives	AP2 CPP2	1.5.1 1.6.1 1.5.8 1.5.9	4,500	4,635	4,774	4,917	18,826

<i>shared 8.63% portion of AY salary at (Y1-4)</i>						
2. Graduate K-12 Outreach Assistant	Core	1.6.4 1.8 1.9.5	15,750	15,750	15,750	63,000
<i>50% FTE graduate research assistant- stipend and health insurance</i>						
3. Coordinator for Global Employability Initiative	AP1 AP2 CPP1 CPP2	2.1.3	2,278	2,324	2,370	9,389
<i>shared hourly employee for \$18/hour, 29 hours/week, 48 weeks</i>						
4. Coordinator for Bridges: Children, Languages, the World	AP CPP2	3.4.4 3.2.1	2,500	2,500	2,500	10,000
<i>joint program coordinator hourly employee: 125 hrs @ \$20/hr (Y1-4)</i>						
5. Assessment for Certificate for Multilanguage Proficiency	AP1	3.1.6	500	500	500	2,000
<i>support via supplemental pay @ \$500/yr (Yr 1-4)</i>						
Subtotal Outreach Personnel			25,528	25,709	25,894	103,215
D. Other - Administrative						
1. Assistant Coordinator for IAUNRC Special Projects	AP1 AP2	1.2.2 1.2.5 1.2.8	6,000	6,000	6,000	24,000
<i>hourly employee: 400 hrs @ \$15/hr</i>						
2. Summer Graduate Assistant	Core	1.8	3,375	3,375	3,375	13,500
<i>student hourly: 225 hours @ \$15/hr</i>						
Subtotal, Other - Administrative			9,375	9,375	9,375	37,500
Personnel Subtotal			75,587	101,974	93,409	350,319

2. FRINGE BENEFITS										
	Year 1	Year 2	Year 3	Year 4						
Academic 10 month or 12 month Faculty	fringe: 38.09%					8,355	14,103	14,346	6,021	42,825
Category Ltr. with Personnel #s:	A3 (Y1), A5, A6, B1 (Y2 & Y3), C1									
Salary Total by Year:	21,934	37,025	37,664	15,807						
Summer 10 month Faculty	fringe: 25.92%					4,147	4,147	4,147	4,147	16,588
Category Ltr. with Personnel #s:	A1									
Salary Total by Year:	16,000	16,000	16,000	16,000						
Supplemental for work outside appointment	fringe: 6.61%					304	1,048	436	949	2,737
Category Ltr. with Personnel #s:	A2, B2, B3, B4 (Y1,3,4), B5 (Yr. 1,3), B6 & B7 (Y2,4), C5									
Salary Total by Year:	4,600	15,850	6,600	14,350						
Hourly Assistance										
Non-Student at More than 900 annual hours	fringe: 19.29%					439	448	457	466	1,810
Category Ltr. with Personnel #s:	C3									
Salary Total by Year:	2,278	2,324	2,370	2,417						
Student	fringe: 6.61%					785	785	785	785	3,140
Category Ltr. with Personnel #s:	C4, D1, D2									
Salary Total by Year:	11,875	11,875	11,875	11,875						
Graduate Student Research Assistants	fringe set by IU, see schedule below									
Category Ltr. with Personnel #s:	A4, C2									
Salary Total by Year:	18,900	18,900	18,900	18,900						
Overall Salary Total Per Year:	75,587	101,974	93,409	79,349						
Graduate Student Research Assistants (fellow non-hourly) Insurance Schedule										
	Year 1	Year 2	Year 3	Year 4						
Set Health Insurance Rates by AY	3,500	3,849	4,234	4,658		4,200	4,619	5,081	5,590	19,490
# of grad student research assistants/yr.	1	1	1	1						
A4, grad student portion	700	770	847	932						
Fringe benefit rates are set by the Indiana University Board of Trustees each annual fiscal period according to employee classification.										
Fringe Benefits Subtotal						18,230	25,150	25,252	17,958	86,590

3. TRAVEL							
1. Faculty Research and Professional Meetings	Core	1.4.5	6,000	6,000	6,000	6,000	24,000
<i>6 travel awards @ \$1,000 each (per year estimate breakdown: transportation \$6,000)</i>							
2. Book buying trips to Central Asia by IAUS Librarian	Core	1.4.3	0	2,500	0	2,500	5,000
<i>2 travel awards @ \$2,500/each in Y2 and 4 (per year estimate breakdown: transportation \$2,000; per diem \$500)</i>							
3. Faculty Travel to Estonia for BLINCC	AP1	2.5.1	0	2,000	0	2,000	4,000
<i>1 travel @ \$2000 in Y2 and Y4 (per year estimate breakdown: transportation \$1,000; lodging \$1,000)</i>							
Subtotal Foreign Travel			6,000	10,500	6,000	10,500	33,000
B. Domestic Travel							
1. Faculty Research and Professional Meetings	AP2	1.4.5 3.4.5	2,700	2,700	2,700	2,700	10,800
<i>6 travel awards (transportation and hotel) @ \$450/each (per year estimate breakdown: transportation \$1,500; lodging \$1,200)</i>							
2. Administrative Personnel travel for ASEES and CESS Conferences	Core		2,420	2,420	1,210	2,420	8,470
<i>Transportation, lodging and per diem for staff member (Y1-4) IUB will host CESS in Yr3 - allocation only for ASEES travel in Yr3 (per year estimate breakdown: transportation \$800, Y1-2, Y4/\$400 Y3; lodging \$1,200 Y1-2, Y4/ \$600 Y3; per diem \$1,200 Y1-2, Y4/ \$600 Y3)</i>							
3. Administrative Travel to Title VI Meetings and Title VI Outreach	Core		2,420	1,210	1,210	1,210	6,050
<i>Y1: trip for two staff members; Y2-Y4 one staff member (per year estimate breakdown: transportation \$800, Y1/\$400 Y2-Y4; lodging \$1,200 Y1/\$600 Y2-Y4; per diem \$420 Y1/\$600 Y2-Y4)</i>							
4. Language Instructors Travel to Language for Specific Purposes Conference	AP1	3.4.6	0	2,000	0	1,000	3,000

travel award @ \$1,000/person (Y2 3x Y4 1x) (per year estimate breakdown: transportation \$800 Y2/\$400 Y4; lodging \$800 Y2:\$360 Y4; per diem \$400 Y2/\$240 Y4)							
5. Travel for Director of Global Education Initiatives (per year estimate breakdown: transportation \$400)	CPP2	1.6.1	400	400	400	400	1,600
6. Outreach Travel for IAUNRC Staff	Core	1.8.1 1.9.3	2,160	500	500	1,660	4,820
mileage for outreach GA and trips by AD to meetings with partner institutions (per year estimate breakdown: transportation \$1,500 Y1/\$500 Y2-Y3/\$1,000 Y4; lodging \$360 Y1 & Y4; per diem \$300 Y1 & Y4)							
Subtotal, Domestic Travel			10,100	9,230	6,020	9,390	34,740
Travel Subtotal			16,100	19,730	12,020	19,890	67,740
4. EQUIPMENT None							
5. SUPPLIES							
A. Library Acquisitions for IAU Collections	Core	1.4.2	30,000	10,000	20,000	20,000	80,000
increased allocation in Y1 and decreased allocation in Y2 reflect the need to balance overall budget							
B. Teaching and Outreach Aids	AP2 CPP2	1.8.1 1.6.2	1,950	1,750	1,650	1,650	7,000
Teaching Supplies	500	500	400	400			
Computer Supplies	250	250	250	250			
Project Supplies for Joint Projects	1,200	1,000	1,000	1,000			
C. Program-Related Materials and Supplies	AP1 CPP1	2.4.3	2,765	330	400	330	3,825
Printing and Duplicating	150	80	150	80			
Postage Photography Exhibits	250	250	250	250			
LCD Projector w/Case	2,365	0	0	0			
Supplies Subtotal			34,715	12,080	22,050	21,980	90,825

6. CONTRACTUAL None								
7. CONSTRUCTION Not applicable								
8. OTHER								
A. Teacher Training Programs								
1. History and Geography of the World	AP	CPP2	1.5.1	1,650	1,650	1,650	1,650	6,600
<i>four annual workshops for 6-12 Indiana teachers</i>								
Promotional Advertising 100 100 100 100								
Supplemental Pay or Honoraria 750 750 750 750								
Employee In-State Travel 300 300 300 300								
Space Rental 500 500 500 500								
2. The Kodály Summer Institute	AP2		1.5.2	1,000	1,000	1,000	1,000	4,000
<i>annual workshop for K-12 music teachers</i>								
Supplemental Pay or Honoraria 1,000 1,000 1,000 1,000								
3. Arts as Medium for International Education	AP2							
	CPP1		1.5.3	570	0	0	370	940
<i>workshops for the Terre Haute School Corp. on Uyghur and Tibetan art</i>								
Supplemental Pay or Honoraria 500 0 0 300								
Employee In-State Travel 70 0 0 70								
4. Russian Revolution and its Effects on Central Eurasia	AP	CPP1						
	CPP2		1.5.4	1,000	0		0	1,000
<i>workshop for in service teachers in Kentucky in Y1</i>								
Supplemental Pay or Honoraria 1,000 0 0 0								
5. Creating Lesson Plans with IAU Content Using Children Books	AP2		1.6.1					
	CPP2		1.6.2	610	610	610	610	2,440
<i>biannual workshop for K-6 teachers Y1-4</i>								
Purchasing Children Books 500 500 500 500								
Payment for substitute teachers via 60 60 60 60								
Non-Employee Travel 50 50 50 50								

6. Online Training Materials for IAU content in K-12 instruction	AP2	1.5.6	300	300	300	300	1,200
<i>one workshop per year; supplemental/summer pay or honoraria needed</i>							
Supplemental Pay or Honoraria 300 300 300 300							
7. Workshops for Teachers in Career and Technical Education Programs	AP1 AP2 CPP2	1.5.7	500	500	500	500	2,000
<i>summer annual workshop; professional service fees or honoraria needed</i>							
Honoraria or Professional Service 500 500 500 300							
8. Learning Plan Workshops and Scenarios	AP1 AP2	3.4.7	1,000	1,000	1,000	1,000	4,000
<i>travel for participants</i>							
Non-Employee Travel 1,000 1,000 1,000 1,000							
9. Workshops for Teachers of LCTLs (collaboration with CLE)	AP2	3.4.2	1,000	1,000	1,000	1,000	4,000
<i>travel for participants</i>							
Non-Employee Travel 1,000 1,000 1,000 1,000							
Subtotal, Teacher Training Programs			7,630	6,060	6,060	6,430	26,180
B. Language Instruction Programs							
1. Baltic Studies Summer Institute (Consortium of NRCs) to provide instruction in Estonian across US	Core	3.1.5	1,500	1,500	1,500	1,500	6,000
<i>contractual services/salary of Estonian instructor</i>							
Contractual Services 1,500 1,500 1,500 1,500							
2. Development of text books for introductory and intermediate Kazakh	AP1	3.3.3	2,000	2,000	2,000	2,000	8,000
<i>non-employee travel for developer from Wisconsin to IU</i>							
Non-Employee Travel 2,000 2,000 2,000 2,000							
3. Intensive Summer Dari Instruction to Heritage Speakers	AP1 CPP1	2.4.1	2,000	2,000	2,000	2,000	8,000
<i>professional service or consulting agreement fees for NOVA instructor</i>							
Professional fees or Consulting 2,000 2,000 2,000 2,000							

4. Pashto Instruction at Harold Washington College (CCC)	AP1 CPP1	2.4.2	2,000	2,000	2,000	2,000	8,000
<i>professional service or consulting agreement fees for instruction</i>							
Professional service or Consulting	2,000	2,000	2,000	2,000			
5. Tibetan, Uyghur, Inner Mongolian Program for Chinese Immersion	AP2 CPP2	3.2.2	0	0	200	200	400
<i>compensation via supplemental pay @ 200/program in Y3-4</i>							
Supplemental Pay or Honoraria	0	0	200	200			
6. Language and Culture Modules	AP1	3.3.5	4,000	0	2,000	0	6,000
<i>supplemental pay for one module @ \$2,000/module (2 in Y1 and 1 in Y3)</i>							
Supplemental Pay or Honoraria	4,000	0	2,000	0			
7. Modules for Language for Specific Purposes	AP1	3.3.4	0	1,000	2,000	0	3,000
<i>supplemental pay @ \$500/module (2 in Y1 and 4 in Y3)</i>							
Supplemental Pay or Honoraria	0	1,000	2,000	0			
8. Business is Global (BIG) Language and Culture Instruction	AP1	1.7.2	0	3,100	0	0	3,100
<i>supplemental pay or honoraria for 2 individuals @ \$900 each for 3 double sessions; 2 individuals @ \$450 for 1 double session; 2 culture night honoraria @ \$200</i>							
Supplemental Pay or Honoraria	0	3,100	0	0			
Subtotal, Language Instruction Programs			11,500	11,600	11,700	7,700	42,500
C. Curriculum Internationalization Programs							
1. National Curriculum Development Stipend Competition	CPP1	2.1.1	1,000	1,000	1,000	1,000	4,000
<i>stipend award</i>							
<i>MSI course development project - nationwide collaborative (w/REE centers). REEI and IAUNRC will alternate yearly running the project.</i>							
2. Repository of Curricular Materials for MSIs and CCs	CPP1	2.1.2	500	500	500	500	2,000
<i>service fee for web site maintenance</i>							

3. Thematic Faculty Workshops at partner (MSI, CC) Institutions	CPP1	2.2.1	3,000	2,000	3,000	2,000	10,000
<i>speaker fees via supplemental/summer pay or honoraria and travel</i>							
Supplemental Pay or Honoraria	2,000	1,000	1,500	1,000			
Out of State Employee Travel	1,000	1,000	1,500	1,000			
4. Saturday Academy (IAU content panels at partner institutions)	CPP1	2.2.2	3,000	3,000	3,000	3,000	12,000
<i>speaker fees via supplemental/summer pay or honoraria and travel</i>							
Supplemental Pay or Honoraria	1,500	1,500	1,500	1,500			
Employee Travel	1,500	1,500	1,500	1,500			
5. IU Institute for Curriculum and Campus Internationalisation (ICCI)	CPP1	2.2.3					
		2.3.5	5,000	3,000	3,000	2,000	13,000
<i>fees for ICCI speakers (Y1-Y4) and travel for 3 partner faculty members from CCC (new collaborator) in Y1 and 1 member in Y2-Y3 respectively</i>							
Professional service or Honoraria	2,000	2,000	2,000	2,000			
Non-Employee Travel	3,000	1,000	1,000	0			
6. Development of Pre-service Teacher Training Materials for Montana State	AP2 CPP2	1.6.5	1,500	1,500	1,500	1,500	6,000
<i>developer fees and travel</i>							
Professional Service or Honoraria	1,000	1,000	1,000	1,000			
Non-Employee Travel	500	500	500	500			
Subtotal, Curriculum Development Programs			14,000	11,000	12,000	10,000	47,000

D. Other Outreach Projects							
1. Internationalization Collaborative Across Bloomington	Core	1.9.1-4	2,250	1,450	1,450	1,450	6,600
<i>Lotus Festival, Lotus Blossoms, Meadowood Series, Mathers Exhibit - honoraria for artists and speakers and travel for the photographer's daughter to Mathers exhibit opening</i>							
Contractual Service or Honoraria	1,450	1,450	1,450	1,450			
Non-Employee Travel	800	0	0	0			

2. Arts as Medium for International Education: Tibetan Monks Creating a Mandala in Y1 and Uyghur Dancer Performance in Y4	CPP1	1.3.1 1.3.2	1,500	0	0	1,500	3,000
Professional Service or Honoraria 1,500 0 0 1,500							
3. Mini Courses at Osher Lifelong Learning Institute at ISU	CPP1	2.1.4	500	0	500	0	1,000
<i>instructor honorarium and materials in Y1 and Y3</i>							
Professional Service or Honoraria 500 0 500 0							
4. IU Balfour Summer Program	AP1 CPP2	1.7.1	300	300	300	300	1,200
<i>compensation for IAU content facilitator</i>							
Professional Service or Honoraria 300 300 300 300							
5. Professionalization Series and Workshop on Applying for Federal Jobs			2,500	800	800	800	4,900
<i>presenters' travel and honoraria (Y1-Y4) and federal jobs workshop (Y2)</i>							
Professional Service or Honoraria 1,500 300 300 300							
Non-Employee Travel 1,000 500 500 500							
Subtotal, Other Outreach Projects			7,050	2,550	3,050	4,050	16,700
E. Interdisciplinary Workshops and Conferences							
1. IAUNRC Symposium	AP1	1.2.2	2,450	2,450	2,450	2,450	9,800
<i>honoraria, travel for speakers and partner faculty</i>							
Consulting Service or Honoraria 1,000 1,000 1,000 1,000							
Non-Employee Travel 1,450 1,450 1,450 1,450							
2. Islam in Central Asia	AP1	1.2.4	0	2,450	2,450	2,450	7,350
<i>honoraria, travel for speakers and partner faculty in Y2-4</i>							
Professional Service or Honoraria 0 1,000 1,000 1,000							
Non-Employee Travel 0 1,450 1,450 1,450							
3. Networks, Flows and Displacements Across Eurasia	AP1 CPP1	1.2.1	2,000	2,000	2,000	2,000	8,000
<i>honoraria, travel for speakers and partner faculty</i>							

Consulting Service or Honoraria	600	600	600	600					
Non-Employee Travel	1,400	1,400	1,400	1,400					
4. Authority in Islam	AP1	1.2.3	2,050	2,050	2,050	2,050		8,200	
<i>honoraria, travel for speakers and partner faculty</i>									
Professional Service or Honoraria	600	600	600	600					
Non-Employee Travel	1,450	1,450	1,450	1,450					
5. Hosting of Central Eurasian Studies Society Conference at IU	AP1 CPP1	1.2.6 2.3.1 2.3.2	0	0	7,500	0		7,500	
<i>honoraria, travel for speakers and presenting partner faculty, space</i>									
Professional Service or Honoraria	0	0	2,000	0					
Non-Employee Travel	0	0	5,000	0					
Space Rental	0	0	500	0					
6. ASAP Working Group Biannual Meetings	AP2 CPP1	1.1.1 2.3.3	900	1,350	1,350	900		4,500	
<i>travel for partner faculty</i>									
Non-Employee Travel	900	1,350	1,350	900					
7.Challenges of Teaching and Learning in Area Studies Workshop	AP2	1.1.2	1,500	0	1,500	0		3,000	
<i>honoraria, travel for speakers and partner faculty in Y1 and Y3</i>									
Professional Service or Honoraria	500	0	500	0					
Non-Employee Travel	900	0	900	0					
Space Rental	100	0	100	0					
8. Teaching and Learning Area Studies Conference	AP1 AP2	1.2.5	0	0	0	2,450		2,450	
<i>honoraria, travel for speakers and partner faculty in Y4</i>									
Professional Service or Honoraria	0	0	0	1,000					
Non-Employee Travel	0	0	0	1,450					
9. Central Eurasia Student Association (ACES) Conference	AP1	1.2.7	500	500	500	500		2,000	
<i>space and equipment rental</i>									
Space Rental and Equipment Rental	500	500	500	500					

10. Conference on Central Asian Languages and Linguistics (ConCALL)	AP2	3.4.1	0	4,000	0	4,000	8,000
<i>honoraria and travel in Y2 and Y4</i>							
Professional Service or Honoraria	0	2,000	0	2,000			
Non-Employee Travel	0	2,000	0	2,000			
11. Pre ConCALL Workshop for CA LCTL Instructors	AP	3.4.3	0	2,000	0	2,000	4,000
<i>honoraria and travel in Y2 and Y4</i>							
Professional Service or Honoraria	0	1,000	0	1,000			
Non-Employee Travel	0	1,000	0	1,000			
12. Lectures and Special Events	Core	1.2.8	6,120	6,120	6,120	6,120	24,480
<i>honoraria, space rental, travel</i>							
Professional Service or Honoraria	3,000	3,000	3,000	3,000			
Non-Employee Travel	2,000	2,000	2,000	2,000			
Space Rental	1,120	1,120	1,120	1,120			
Subtotal, Interdisc. Workshops and Conferences			15,520	22,920	25,920	24,920	89,280
F. Evaluation and Other Costs							
1. IAUNRC Program Evaluation Assessment (TPMA)			20,996	17,546	15,974	17,786	72,302
Subtotal Evaluation and Other Costs			20,996	17,546	15,974	17,786	72,302
Other Subtotal			76,696	71,676	74,704	70,886	293,962
9. Subtotal Direct Costs			221,328	230,610	227,435	210,063	889,436
10. Indirect Costs, 8% of Base			15,306	17,649	16,595	15,205	64,755
Total NRC Costs			236,634	248,259	244,030	225,268	954,191

FLAS Fellowships		Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Years 1-4 Total
Number						
Academic Year Graduate Fellowships						
Academic year institutional payments @ \$18,000/each	8	\$144,000	\$144,000	\$144,000	\$144,000	\$576,000
Academic year subsistence allowances @ \$15,000/each	8	\$120,000	\$120,000	\$120,000	\$120,000	\$480,000
Subtotal Academic Year Graduate:	8	\$264,000	\$264,000	\$264,000	\$264,000	\$1,056,000
Academic Year Undergraduate Fellowships						
Academic year institutional payments @ \$10,000/each	3	\$30,000	\$30,000	\$30,000	\$30,000	\$120,000
Academic year subsistence allowances @ \$5,000/each	3	\$15,000	\$15,000	\$15,000	\$15,000	\$60,000
Subtotal Academic Year Undergraduate:	3	\$45,000	\$45,000	\$45,000	\$45,000	\$180,000
Summer Graduate Fellowships						
Summer year institutional payments @ \$5,000/each	7	\$35,000	\$35,000	\$35,000	\$35,000	\$140,000
Summer year subsistence allowances @ \$2,500/each	7	\$17,500	\$17,500	\$17,500	\$17,500	\$70,000
Summer Undergraduate Fellowships						
Summer year institutional payments @ \$5,000/each	4	\$20,000	\$20,000	\$20,000	\$20,000	\$80,000
Summer year subsistence allowances @ \$2,500/each	4	\$10,000	\$10,000	\$10,000	\$10,000	\$40,000
Subtotal Summer:	11	\$82,500	\$82,500	\$82,500	\$82,500	\$330,000
Total FLAS Training Stipends Requested		\$391,500	\$391,500	\$391,500	\$391,500	\$1,566,000

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 1356001673A1

DATE:06/15/2015

ORGANIZATION:

FILING REF.: The preceding
agreement was dated
06/20/2011

Indiana University

Bryan Hall 212

Bloomington, IN 47405-1201

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: Facilities And Administrative Cost Rates

RATE TYPES: FIXED FINAL PROV. (PROVISIONAL) PRED. (PREDETERMINED)

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%) LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2011	06/30/2012	55.00 On Campus	Organized Research
PRED.	07/01/2012	06/30/2015	56.00 On Campus	Organized Research
PRED.	07/01/2011	06/30/2015	47.50 On Campus	Instruction
PRED.	07/01/2011	06/30/2015	32.00 On Campus	Other Sponsored Activities
PRED.	07/01/2011	06/30/2015	26.00 Off Campus	All Programs
PRED.	07/01/2015	06/30/2017	56.00 On Campus	Organized Research
PRED.	07/01/2017	06/30/2019	57.50 On Campus	Organized Research
PRED.	07/01/2015	06/30/2019	47.50 On Campus	Instruction
PRED.	07/01/2015	06/30/2019	32.00 On Campus	Other Sponsored Activities
PRED.	07/01/2015	06/30/2019	26.00 Off Campus	All Programs

ORGANIZATION: Indiana University

AGREEMENT DATE: 6/15/2015

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PROV.	07/01/2019	06/30/2021			Use same rates and conditions as those cited for fiscal year ending June 30, 2019.

*BASE

Modified total direct costs, consisting of all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel and up to the first \$25,000 of each subaward (regardless of the period of performance of the subawards under the award). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of \$25,000. Other items may only be excluded when necessary to avoid a serious inequity in the distribution of indirect costs, and with the approval of the cognizant agency for indirect costs.

ORGANIZATION: Indiana University

AGREEMENT DATE: 6/15/2015

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are listed below.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

OFF-CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project(s), the off-campus rate will apply. Actual costs will be apportioned between on-campus and off-campus components. Each portion will bear the appropriate rate.

Equipment Definition: Equipment means an article of nonexpendable, tangible personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

FRINGE BENEFITS:

FICA	Retirement
Life Insurance	Tuition Remission
TIAA/CREF	Worker's Compensation
Health Insurance	Unemployment Insurance
Long Term Disability	Fringe Benefit Administration
Employee Fee Courtesy (Faculty & Staff Fee Discount)	

The next proposal based on actual costs for the fiscal year ending 06/30/2018 is due in our office by 12/31/2018.

ORGANIZATION: Indiana University

AGREEMENT DATE: 6/15/2015

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

If a Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

Indiana University

(INSTITUTION)

(SIGNATURE)

(NAME)

(TITLE)

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

Arif M. Karim -S

Digitally signed by Arif M. Karim -S
(CN: Arif M. Karim -S, OU: HHS, O: HHS, C: US)
DN: cn=Arif M. Karim -S, ou=HHS, o=HHS, c=US

(SIGNATURE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

6/15/2015

(DATE) 5044

HHS REPRESENTATIVE: Ernest Kinnocer

Telephone: (214) 767-3261

COMPONENTS OF PUBLISHED FACILITIES AND ADMINISTRATIVE RATES

INSTITUTION: **Indiana University - 5044**

PERIOD COVERED BY RATE **JULY 1, 2015 through JUNE 30, 2019**

APPLICABLE TO: **ORGANIZED RESEARCH**

RATE COMPONENT:	FY 16-17	FY 18-19	<u>OFF CAMPUS</u>
	<u>ON CAMPUS</u>	<u>ON CAMPUS</u>	
Building Depreciation	5.1	5.4	
Equipment Depreciation	3.7	3.9	
Interest	2.0	2.1	
Operation & Maintenance	17.5	18.3	
Library	1.7	1.8	
Administration	26.0	26.0	26.0
TOTAL	56.0	57.5	26.0

* Reflects provisions of Appendix III to Part 200 of Uniform Guidance—Indirect (F&A) Costs Identification and Assignment, and Rate Determination for Institutions of Higher Education (IHEs), C.8. dated December 26, 2013.

CONCURRENCE:

Indiana University - 5044
(Institution)


(Signature)

Mary Frances McCart
(Name)

SVP, CFO & Treasurer
(Title)

6.23.15
(Date)